THE SOUTHERN ASSOCIATION QUARTERLY

Volume III NOVEMBER, 1939 Number 4

Editorial Notes

On to Atlanta, April 9-12, 1940

Attention is called to the announcement of President P. A. Roy in the August QUARTERLY as to the importance of remembering that the hotel rates are limited to reservations made in advance. *Reserve at once.* President Roy's announcement is repeated as follows:

"The meeting will be held at the Atlanta-Biltmore Hotel, Atlanta, Georgia, beginning on April 9 and ending on April 12. All meetings will be held in the Atlanta-Biltmore Hotel, and all offices will be located there. The prices for rooms will be as follows: room for one person $3.00 per day; room for two persons, double bed, $4.50 per day; room for two persons, twin beds, $5.00 per day. To secure these rates reservations must be made in advance. It is important to emphasize this. Members arriving at the hotel without having made reservations will not have the advantage of these rates. Reservations are being received by the hotel now. If any members of the Association wish to go to Atlanta one or two days before April 9, they will be granted the same hotel rate for those days as for the days of the annual meeting, provided they have made previous reservation. Naturally, these rates apply to the wives or guests of members of the Association who attend the meeting with them, and to guests of the Association invited to the meeting. Members and guests of the Association may have breakfast and lunch in the main dining room at the same prices charged for such meals in the coffee shop of the hotel. The annual banquet will be on the evening of Thursday, April 11. The price will be $1.50 per person."

"Builders of the Association" and "In Memoriam"

See pages 350-351 of the August number for form upon which to report the faculty members who have attained twenty-five years of service or who have died within the past year. As has been announced, these features will be published in the issue for February, 1940.

Issues Facing the Southern Association: An Open Forum for All Interested Members

(*Continued from the August* QUARTERLY)

As announced in the August QUARTERLY, it is desired to devote as much space as is reasonable in this issue and the next to a free and open discussion

by representatives of the member schools and colleges in regard to the problems facing the Association, particularly as revealed in the actions and discussions of the Memphis meeting.

The seven questions most definitely brought to the fore at the Memphis meeting, either in the lobby discussions or in the meetings of the Commissions or the Association, were stated* in the August number, and discussion invited from all interested members of the Association. Reprints of the editorial, including the questions, were sent with form letter to delegates attending the meeting, preference being given to those who were not members of some Commission or officers of the Association, the idea being that the official members would respond without this additional reminder. The response to the invitation to participate in the discussion was slow in beginning but is gathering force as we go to press. The editor will, therefore, summarize the replies now in hand and continue discussion in the February issue. The QUARTERLY expresses its appreciation to the following persons who contributed responses in accordance to the request published in the August number:

Dr. J. Henry Highsmith, Director of the Division of Instructional Service, North Carolina State Department of Education;

President James T. Warren, Carson-Newman College;

President C. Sylvester Green, Coker College;

Principal H. T. Moncure, George Washington High School, Alexandria, Virginia;

President B. L. Parkinson, Mississippi State College for Women;

President I. S. Ingram, West Georgia College;

Rev. Ernest Schultz, O.S.B., Director of Saint Leo College Preparatory School, Saint Leo, Florida;

Dean J. Thomas Davis, John Tarleton Agricultural College;

Professor J. A. Stoddard, the University of South Carolina;

President P. E. Monroe, Lenoir Rhyne College;

Superintendent R. H. Latham, of the Asheville, North Carolina, City Schools;

President Eric W. Hardy, of the Academy of Richmond County and the Junior College, Augusta, Georgia;

Superintendent E. P. Sylvester, of the Marks, Mississippi, City Schools;

Professor M. R. Hinson, Florida State College for Women;

Superintendent W. L. Dodson, of Kilgore Independent School District, Kilgore, Texas;

Father P. H. Dagneau, Marist College, Atlanta, Georgia;

Headmaster S. J. McCallie, of the McCallie School, Chattanooga, Tennessee;

Mother Thomas Voorhies, Principal of Ursuline Academy, New Orleans, Louisiana;

* For re-statement of those not treated in this issue, turn to page 505, this issue.—EDITOR.

Dean J. E. Williams, Virginia Polytechnic Institute;
Dean Wyatt W. Hale, Birmingham-Southern College;
Dr. George L. Walker, retiring Dean of Hampden-Sydney College;
Superintendent J. W. Moore, of Florence, South Carolina, City Schools;
Principal P. P. Boyd, of Danville High School, Danville, Kentucky;
Dean B. W. Boitnott, Lamar College, Texas;
Professor W. W. Little, the University of Florida;
Superintendent K. P. Walker, of Jackson, Mississippi, Public Schools;
Principal Annie Allison, of the Ward-Belmont School, Nashville, Tennessee;
Sister Elizabeth McHugh, Principal of St. Joseph Academy, New Orleans, Louisiana;
Professor Gladstone H. Yeuell, of the University of Alabama;
Principal James C. Harwood, of John Marshall High School, Richmond, Virginia;
President H. D. Fillers, Hardin Junior College, Texas;
President G. D. Humphrey, Mississippi State College;
President Leon R. Meadows, East Carolina Teachers College;
President J. E. Burk, Ward-Belmont Junior College, Nashville, Tennessee;
Superintendent Sue M. Powers, of the Shelby County, Tennessee, Schools;
President J. H. Jenkins, Georgia Military College;
Principal I. C. Strickland, of Mansfield, Louisiana, Public Schools;
Professor James F. Whelan, S. J., Loyola University;
President H. M. Crooks, Pikeville College, Kentucky;
President Sam H. Whitley, East Texas State Teachers College;
Superintendent T. Q. Srygley, Port Arthur Schools, Texas;
Dean C. A. Ives, School of Education, Louisiana State University;
Dean H. L. Griffin, Southwestern Louisiana Institute;
Superintendent W. G. Hamm, Huntsville Public Schools, Huntsville, Alabama;
Principal S. F. Burke, Robert E. Lee Institute, Thomaston, Georgia;
Professor J. G. Umstattd, University of Texas.

1. *Should the* Quarterly *Be Abolished*

Dr. Highsmith, the first to reply as to question number one writes:

"My answer is 'No.' The Quarterly, in my opinion, is serving an admirable purpose in reporting proceedings of the annual meeting and in publishing materials which are helpful and stimulating to the Commissions of the Association and the other members who compose the Association. If the Commissions function as they should, there will from time to time be significant reports of studies and surveys which should be brought to the attention of secondary schools and institutions of higher learning. If significant efforts and studies are being made, the results of such enterprises should be made available immediately to Southern Association members.

One issue of the QUARTERLY should, very appropriately, be the report of the annual meeting, and the other three issues should contain vital materials of interest to all members of the Association. The added service supplied by the QUARTERLY costs somewhat more than the single volume of PROCEEDINGS, but the added cost is warranted in the added service to member schools. The members of the Commission on Secondary Schools, particularly, appreciate this service and feel that they are getting value received for annual dues to a greater extent than ever before. My judgment is that the QUARTERLY represents a vital, constructive service and connection of the whole Association with its constituency. I am strongly in favor of the continuation of the present plan."

President Warren answers: "Yes. It would be better to abolish the QUARTERLY and to print the proceedings in one volume. I have found it a great deal easier to find what I wanted and to keep up with one volume than I do to keep four volumes and find information in them."

President Green writes: "By all means the QUARTERLY should be continued. I am sure that it is read more in a smaller and more frequent issue than it would ever be read as an annual."

Principal Moncure says, "Yes," without comment; and President Parkinson says, "No," also without comment.

Father Ernest writes: "I would like to see the QUARTERLY continue even at the cost of raising the fees for the secondary schools. I believe that the value is lost in one volume. I like the QUARTERLY in form and material. I could not suggest points for improvement."

Professor Stoddard comments:

"Originally I felt inclined to favor continuance of a single volume of proceedings and addresses. However, if the annual meeting is to be held in the early spring, as now, the QUARTERLY has some advantages. It enables the officials of the Association to distribute the lists of accredited member schools and other vital information earlier than could probably be done if all of the material were compiled in one volume. If the Association changes its date to a time before the Christmas holidays, as formerly, it is my opinion that one annual volume would be more desirable."

Superintendent Latham states: "I am heartily in favor of keeping the QUARTERLY. It is a fine and worthwhile publication. No single yearly volume of the proceedings could possibly take its place."

President Hardy says: "I think the QUARTERLY might very well be abolished and replaced by a single volume of proceedings and addresses. Not only will it save some money, but I believe it would be entirely sufficient for every purpose." Superintendent Sylvester in the same mail dis-

agrees; he says: "No. More recent information could be issued to the schools on a quarterly basis." Professor Hinson concurs and states:

"At present I feel very much inclined to write on the subject 'Shall the QUARTERLY Be Abolished?' As you probably know, I am decidedly against abolishing it, and certainly hope that the Association will find some way of keeping it intact. I think it is meeting a need in the South that no other professional magazine is doing. Personally I shall be in favor of raising the dues of the secondary schools if this is necessary to retain the QUARTERLY."

Headmaster McCallie writes: "I would vote that the QUARTERLY not be abolished. I think it is filling a real need and it should be continued by all means."

Mother Voorhies continues: "Concerning the abolition of the QUARTERLY—this splendid volume is the only agent of the Southern Association, by means of which members who are not able to attend meetings, are kept in contact with the workings, problems, and achievements of said organization. Should such a thorough channel of information, instruction, and enjoyment be curtailed or reduced to a single issue of proceedings and addresses, its educational value and interest to educators would also be curtailed."

Dean Williams votes, "No," without comment.

Dean Hale writes for himself and President Paty as follows: "Both of us feel very strongly that the single volume of proceedings and addresses, whereby we were enabled to have the volume for reference earlier than has been possible with the QUARTERLY, is much to be desired as far as we are concerned."

Dr. Walker states: "The QUARTERLY is valuable enough as it is. Certainly it should *not* be abolished."

Principal Boyd votes, "No"; and Dean Boitnott rejoins, "Yes."

Professor Little votes, "Yes"; and Superintendent Walker rejoins, "No."

Miss Allison says, "No"; and Sister Elizabeth writes: "The QUARTERLY should not be abolished. The affiliated schools profit more by direct contact with the central office four times a year, than by only once."

President Fillers states, "I think the QUARTERLY should be continued." President Humphrey, on the other hand, writes:

"I believe that the QUARTERLY should be abolished and replaced by a single volume of proceedings and addresses. I cannot see that the QUARTERLY makes any greater contribution to educational literature than that which was made by the single volume as published heretofore. If finances

are available, it would be fine to publish both the QUARTERLY and the volume of proceedings."

President Meadows says, "It seems to me that the QUARTERLY should be kept as it is." President Burke states, "A single volume is much more convenient in that all the information one may be seeking can be found in one place." President Jenkins writes more at length:

"In regard to the issues brought before the Association in Memphis, I wish to say that I am opposed to any change in the QUARTERLY. The August issue is most valuable to any school that will read it. I think it would be good for the Association to publish the Proceedings of the Association in a separate volume from the QUARTERLY. The QUARTERLY is the greatest contribution the Association is making to its members."

President Strickland feels that for financial reasons the QUARTERLY should be abolished.

President Crooks says, "Pardon brevity. But I do believe that we should continue the QUARTERLY."

President Whitley continues: "I desire to say that I am greatly impressed with the efficiency of the QUARTERLY. I am satisfied to keep it in its present form."

Dean Ives writes:

"At the Memphis meeting of the Southern Association of Colleges and Secondary Schools in March, 1939, the question was raised as to whether it would be well to continue to publish the SOUTHERN ASSOCIATION QUARTERLY or return to the practice of printing the 'Proceedings' in one volume.

"I did not favor the discontinuance of the QUARTERLY at this time. The policy of having a quarterly was before a special committee to consider the matter. Their report was given at the Richmond meeting, December, 1936. The Southern Association acted favorably upon the recommendation to issue a QUARTERLY. We are now therefore in the third year of the QUARTERLY. To adopt another policy now would convict the Association of inconsiderate action in 1936, or a changeableness of opinion unflattering to its personnel. We should give the QUARTERLY a thorough trial before abandoning it. Experience will determine what policy of publication is preferable. If we change now our judgment will be decisive, but not founded on sufficient experience."

"The earlier activities of the Association consisted mainly in defining what a standard higher institution is and in securing a wide popular understanding and approval of its conclusions. A little later the Association began to enforce accepted standards for membership. Those functions have been fairly well achieved. There has been an increasing desire in more recent years for the Association to exercise an important influence of a con-

structive nature developing and guiding trends in higher education in our territory. This effort need not and should not be confined to a convention program for a brief period once a year. It can and should be a continuing effort, and just here is where the QUARTERLY renders an important service.

"Some may think the QUARTERLY has not done that type of service very well. We should not criticize it on that ground. It was available as such an organ. Perhaps the officers and committees did not at once sense the opportunities it offered. It is my opinion that the present editor of the QUARTERLY has done a good job in launching this departure of the Association. Time is required for the fuller evolution of its possibilities and the fuller realization of officers and members as to its completer usefulness.

"I feel strongly that we should continue the QUARTERLY and use it as a means of following through the work of the Association."

Superintendent Hamm expresses his opinion thus:

"I consider that the Southern Association of Colleges and Secondary Schools is making a very definite contribution to Southern education; and the QUARTERLY, it seems to me, with its varied assortment of material pertaining to problems concerning the organization and this region is one of the chief factors in making the work of the association more vital. I favor not only continuing the QUARTERLY but enlarging its scope."

Principal Burke simply states, "No, the QUARTERLY should not be abolished."

Professor Umstattd writes:

"I am very much interested in seeing the QUARTERLY kept as an official organ of the Southern Association. I believe it should be issued as a quarterly, that is, four times a year instead of once as a single volume of proceedings and addresses."

It will be observed that not all of those who answered dealt with the QUARTERLY. Reference to the invitation to contributors issued in the August QUARTERLY will show that it was optional with contributors as to how many of the seven issues stated they should discuss. More of the contributors expressed an opinion with reference to the QUARTERLY than to the other issues raised, but there were interesting answers to all of the questions. The Editor reserves comment, and the QUARTERLY will publish additional replies in February.

2. *How Can the Business Sessions of the Association and Commissions Be Conducted More in Keeping With the Importance of the Matters Acted Upon?*

This question was suggested by the criticism at the Memphis meeting arising from the overwork of important members of the Commissions. The work of the Secondary Commission was interrupted three different times in one session because of conflicting committee assignments given the same man

or men. Any member of the Secondary Commission who is a member of either of the Central Reviewing Committees is likely to be embarrassed if he is also a member of any important routine committee. If he happens also to be a member of the Executive Committee of the Association, many more may be inconvenienced by his conflicting obligations. The Secretary of the Secondary Commission was three times called out of the meeting of the Commission to attend to other business requiring more or less time during the main afternoon business session of the Commission.

The Commission on Institutions of Higher Education found it exceedingly hard to get business meetings when large numbers of its members on more important committees were not occupied with committee assignments.

Worst of all, in the main assembly room of the Peabody Hotel, where the conditions for meeting were in many respects the best the Association has ever had, the microphone enabled the record audience in attendance to hear everything that was said from the speaker's table; but the secretaries and officers had difficulty in understanding what was said from the audience. Since the members of the Secondary Commission were scattered over the hall and since it was not easy for a person back in the hall to fight his way down to a microphone, it was hard for the secretaries or the stenographers to be sure of what was contributed to the discussion by members in the rear half or two-thirds of the hall.

Finally, since the meeting a few sharp comments have come to the attention of the editor to the effect that the failure to check the minutes of the Commissions, carrying them forward to the Executive Committee with partial reliance upon the memory of Commission chairmen and secretaries before they had been committed officially to writing, the rushing of the secretary of the Association from the Executive Committee meeting and the Association meetings before he has had time to put his records into final form, and the adoption of so many important reports by the Association without reading—all of this is a loose handling of important matters that should be reformed before it results in bitter controversy.

Few of the correspondents of the QUARTERLY, it happens, chose to comment on question 2. President Parkinson, however, writes: "The answer to number two—since members of the various working committees of the Association must of necessity also be members of the Commissions, there can be no deliberative meetings of the Commissions because the working committee members are always in a hurry to get back to their tasks in order to get them finished. This means that the Commissions have pop call meetings where recommendations of committees are, to the uninitiated, steamrollered through without due deliberation."

Superintendent Sylvester states: "It would depend entirely upon the matters acted upon. I would suggest that the business be so conducted that representatives would be given sufficient time for open discussions."

Headmaster McCallie goes out of his way(?) to boast of being a Presbyterian elder and apparently finds that the Association is predestinated along with other deliberative bodies to confusion in the transaction of business He writes: "Question number two is a hard one to answer. If it could be answered properly, the answer ought to be sent on to Congress so that it might take proper action. I have never yet seen a large body act with real efficiency and real deliberation. It has been my pleasure to sit in the gallery at Congress and watch the actions there. The longer I sat, the more I realized that we needed to pray for the country as well as for Congress. I have also attended church sessions, the General Assembly of the Presbyterian Church of which I am a member and an elder, and I have been attending our own Association meetings for a period of around thirty years—and it is my opinion that we do about as well as any other organization. Certainly, if you look back over the years, our organization has accomplished a great deal. Of course, the business meetings are not perfect by any means, but I have no solution to offer."

Dr. Walker is more complimentary to the Association: "I have heard no valid complaints on this. Why listen to the malcontents?"

Dean Williams also comments: "Satisfactory now."

Principal Boyd suggests: "Limit debate and have minor questions answered or decided by an Executive Committee."

Dean Boitnott states: "The business meetings are O.K."

Professor Little advises patience: "Such things reach their proper level after desirable publicity."

Sister Elizabeth states for herself and apparently for many of the other correspondents: "I am not sufficiently informed to give an opinion."

President Green states:

"I have no suggestion for improving the business sessions of the Association and Commissions. It seems to me that they have been very satisfactory on the whole."

Professor Stoddard writes, "No suggestion as to the conduct of the business session."

President Hardy comments, "I am not sure that the business sessions of the Association and Commissions could be conducted in a better manner than is at present the practice."

President Humphrey expresses his reactions thus:

"I believe that the business sessions of the Association are conducted on a democratic basis, but I do not think this is true of the Commission of Higher Education. I have been in the Association for many years, and it seems to

me that it operates more on a closed door basis than on the basis of a democratic body. I believe that institutions should be accredited more on the objectives of the institution rather than on the basis of standards set up for all the institutions belonging to the Association. In other words, the same system of accrediting should not apply to a scientific and technical school that applies to a liberal arts college."

President Meadows refers the problem to the officers of the Association:

"The solution of this problem should be in the hands of the officers of the Association."

President Burk is satisfied:

"I don't see that the business sessions of the Association and Commissions need any revamping."

President Whitley comments briefly:

"I have no suggestions to make with reference to the business meetings. The only thing that can be done, I think, is to shorten the time of some of the reports."

Principal Burke cites some interesting facts and makes an interesting suggestion:

"At the last meeting of the Southern Association in Memphis, approximately 87 per cent of the senior colleges and universities were represented (122 out of 140); approximately 75 per cent of the junior colleges were represented (40 out of 53); while the secondary schools had only slightly more than 16 per cent of their membership present. Only one state, Tennessee, had as much as 50 per cent of its membership present (47 out of 90).

"It is a very difficult matter for the large majority of the secondary schools to send representatives to the annual meeting because of the expense involved. Could not some set-up be made whereby it would be possible that the secondary schools would be better informed in regard to the various problems and business matters of the Association?

"Last year meetings were held in the various states in Southern territory to 'educate' the membership in regards to the 'evaluative criteria.' These meetings were well attended. If these meetings were valuable to study the 'evaluative criteria,' would not such meetings be much more valuable to study the various other problems which confront the Southern Association?

"If such a meeting—call it a state division of the Southern Association—were held in each of the states prior to the annual meeting it would present numerous opportunities. It would help to establish better relations between the secondary schools and the institutions of higher learning in the state; it would give the secondary schools a better understanding of the operation of the Southern Association; it would furnish opportunity for discussion of proposed changes in the Constitution and By-laws and in the Standards

whereby the representatives at the annual meeting might better reflect the attitude of the state; it would serve as a birthplace for constructive ideas."

Although fewer contributors answered the question dealing with the business sessions of the Association and Commissions than most of the seven questions suggested, it will be observed that there is quite a body of opinion in regard to the problem. It was also evident that newer members of the Association and representatives attending for the first time are more timid in expressing their opinion than those who have attended more frequently.

Other Questions

3. *Should the Dues of the Secondary Schools Be Raised?*
4. *Should the Audit of the Funds of the Commissions Be Made More in Detail?*
5. *Has the New Constitution of the Southern Association Functioned As It Was Intended to Provide a Broader Basis of Leadership for the Association? If Not, How Can More Members Be Given an Opportunity to Participate in Running the Association and Its Commissions?*
6. *How Rapidly Should the Evaluative Criteria Be Applied to All the Incoming and Old Secondary School Members of the Association?*
7. *Should the Association Adopt Some Central Meeting Place Instead of Having a Different Meeting Place Each Year? If So, Should It Establish Permanent Offices?*

We shall carry forward the discussion of questions one and two into the February number of the QUARTERLY. The remaining questions listed above will also be presented. There is already quite a volume of answers varied and interesting. Any reader who wishes to contribute should do so promptly, knowing that his contribution will be welcomed.

The Southern Association Study

Attention is called to the article on pages 509-511 by Dr. Frank C. Jenkins, Director of the Southern Association Study, describing the work and progress of the Study. This is a matter that concerns all of the schools of the Association and will probably in the long run affect both their attitudes and their methods of work. The article on pages 512-516 following Dr. Jenkins' report, by Principal Clyburn of the Blue Ridge High School, illustrates exceedingly well the type of help that the Study should give the participating schools. Mr. Clyburn and his teachers have been working on their English course—not with the idea of producing a new course, but with the idea of organizing so that they could use best the material available for their situation—for several years. They have used the Southern Association Study as a means of obtaining assistance from experts in solving the problems of interest to the Blue Ridge School. The solution may not be endorsed by the experts and may in some particulars be quite different

from what they would suggest, but it does represent what one principal and his teachers decided was the best organization of English for their school.

Charles A. Brown, Birmingham Public Schools

Notice came to the QUARTERLY after it had gone to press for August of the death of Associate Superintendent Charles A. Brown, of Birmingham. Dr. Brown had for years been a member of the Commission on Institutions of Higher Education and was a member of its Executive Council at the time of his death, July 27, 1939. He was President of the Southern Association for the year 1930-31 and was one of hardest workers and best loved members who had through the years held office in the Association. We shall genuinely miss him from the meetings.

Notices of Interest

The following notices have been called to the attention of the QUARTERLY:

An Advisory Panel for Study of Regional Materials of Instruction for the Tennessee Valley Area

A panel of educators and research specialists of the Tennessee Valley area has been formed to study possibilities in the development of regional materials of instruction related to the needs, problems, and potentialities of the area. Walter D. Cocking, Dean of the College of Education, University of Georgia, has been elected chairman of the Advisory Panel and Ellis F. Hartford, Tennessee Valley Authority, has been elected secretary. Others engaging in the work of this group are: Maurice F. Seay, Director, Bureau of School Service, University of Kentucky; R. E. Tidwell, Director, Extension Division, University of Alabama; John A. Thackston, Dean, College of Education, University of Tennessee; Dr. S. E. T. Lund, University of Tennessee; and E. L. Bishop, Director of Health; Willis M. Baker, Director, Forestry Relations Department; E. S. Draper, Director, Regional Planning Studies; and George F. Gant, Chief, Training Division—all of the Tennessee Valley Authority. Other educators and research specialists will be invited to participate in the work of the panel as its program develops.

There are being produced by many public and semi-public agencies quantities of research materials of great potential value for instructional purposes. At the same time, educators have been defining the need for materials for instructional purposes in the Tennessee Valley. The advisory panel may serve as a link between the sources of regional materials and their use in the educational programs of the area; and it may serve to bring together educators and research specialists for this purpose.

The possibilities of such an informal group were defined at a meeting at Knoxville, Tennessee, February 15, 1939. A second meeting, September 29, 1939, resulted in the election of officers and further clarification of the purposes and functions which the advisory panel might serve. These are among others (1) to identify mutual interest of agencies concerned with curriculum in the Tennessee Valley area, (2) to locate and indicate the sources and findings of research for educational purposes, (3) to serve as a clearing house for the collection and dissemination of in-

formation concerned with the preparation of instructional materials, and (4) to provide a means by which various agencies may coördinate their several interests and projects in the field of instructional materials.

Exchange of Language Students With Latin America

Mr. Melvin G. Nydegger, teacher of Spanish at Allen Academy, Bryan, Texas, makes the following announcement:

The Allen Academy of Bryan, Texas, through its Department of Spanish, has completed arrangements for an annual exchange of students and professors with the Colegio de Ramirez of Bogota, Colombia. The exchange was initiated last year with the coming to Bryan of a group of students and a professor from the Ramirez school who remained in Bryan for two months as guests and students of the Allen Academy.

As none of the group knew any English upon their arrival, special classes in English were arranged for them. Within a few weeks the students had made sufficient progress in English to enable them to pursue regular academy courses. The students from Colombia acted as critics and tutors in our Spanish classes and from time to time gave short talks in Spanish to the classes of Spanish. This method provided an opportunity to the students of Spanish to hear Spanish spoken by natives and also gave them an insight into the cultural, economic and geographical features of South America.

After two months in the Allen Academy as exchange students, the Colombian delegation left for Bogota via Chicago, New York and Washington, D. C. They were entertained by the Spanish Departments of Chicago, New York, and Columbia Universities. In Washington they visited the Pan American Union and the Colombia Embassy and were received in special audience by Vice President Garner, Secretary of State Hull, and the Texas Congressional Delegation.

This last July, three students from the Allen Academy and their teacher of Spanish, who initiated the exchange, returned the visit of the Colombian group. The Texas Cadets sailed from New Orleans and stopped in Cuba and the Republic of Panama. Arriving in Barranquilla, Colombia, the Texans were met by high officials of the Government of Colombia and were made official guests of the Governmen. The journey from Barranquilla to Bogota was made in the special sixteen-passenger plane of the President of Colombia. By plane the trip requires two hours and a half, but by river, the only other method of travel, the journey requires from four to five days. Bogota, the capital of Colombia, lies at an elevation of 8,000 feet in the Andes Mountains. It is the fourth oldest city in Colombia and the fifth city in size in all South America. Bogota is a strange mixture of ancient Spanish and modern architecture, a mingling of the old and the new. It is a city of contrasts preserving as it does intact many of the old Spanish remains.

The American students were enrolled in regular classes in the Bogota school attending classes in Spanish grammar, literature, and Colombian history. It was learned, from experience, that much progress in the study of Spanish was to be made in attending English classes as English was taught in Spanish.

During their stay in Colombia, the Americans were the recipients of many favors and honors. They were received in special audience by the Minister of Education, by the Minister of Foreign Affairs, and by the President of the Republic. All expressed themselves as well pleased with the success of the exchange. The people of Colombia were kind, generous, friendly and courteous, and most appreciative of our desires to learn their language. Colombia values highly the friendship and

good will of the United States and is most anxious to retain this friendship. Many interesting trips were made within the country, and the visitors from North America obtained a first hand knowledge of the manners and customs of the people and a first hand view of the country. After two months of study and travel in Colombia, the North Americans returned to the United States to await the coming in January of a group of students and a professor from Bogota. The Bogota group will remain at Allen Academy for two months as exchange students studying English.

The exchange as initiated, was designed to promote a better knowledge and understanding of the Spanish language. It is in conformity with the "Good Neighbor Policy" of Secretary of State Hull as outlined in the Lima Conference. It has as its principal aim the establishing of better cultural and economic relationships between North and South America and the promoting of more friendly feelings between the people of the two great sister republics. It provides an opportunity for students of Spanish to practice and study Spanish at first hand in a Spanish speaking country among native people. It serves to pave the wide gap between book knowledge and speaking knowledge, which is so lacking among Spanish students from lack of opportunity to practice the language. It is to be hoped that this project will be the beginnings of similar exchanges and that a stimulus to the study of Spanish will be given.

Southern Association Conference of Secondary School Teachers, Chapel Hill, North Carolina, July 19-August 25, 1939

By F. C. Jenkins
Director, Southern Association Study

The purpose of the Chapel Hill Conference was to assist teachers and principals of secondary schools participating in the Southern Study in formulating and organizing plans for the development of educational programs to meet the needs of pupils and the communities in which they live, to aid teachers working on their individual problems and in coöperation with each other. This Conference was conceived as an integral part of the Southern Study and sought to articulate the work done at Vanderbilt University during the summer of 1938 and in the field during the school session of 1938-39 with the continuing and developing program of the future.

Plans for the Conference at Chapel Hill began soon after the conclusion of the Vanderbilt Conference and continued throughout the year. Following a staff meeting held at Knoxville, Tennessee, the latter part of November, 1938, a blank form was sent to the principals and teachers of participating schools to secure information from them concerning the organization of the Conference for the summer of 1939, materials needed, problems to be considered, and the selection from each school of those to attend. Plans for the Conference were announced at the Memphis meeting of the Southern Association.

An agreement was entered into with the University of North Carolina to provide meals and rooms for 200 people, and to provide necessary workrooms. Provision was made for each of the thirty-three school groups to have its own workroom. Twenty-one other rooms of varying sizes were supplied. Arrangements were made for stack privileges in the University Library, for medical services, and for recreation. A staff of nineteen members was secured; eighteen of these served full time and one part time. Needed library and secretarial services were provided. Two hundred and seven people attended the Conference; 195 regularly, and twelve from one to three weeks. It is significant that either the principal or the superintendent of thirty of the thirty-three participating schools attended the Conference all or most of the time. Seventy-six of the teachers and principals and ten of the staff members who were at Vanderbilt were also at Chapel Hill. Forty per cent of the teachers and principals who were present have the Master's degree or beyond.

The machinery of planning and scheduling used at Chapel Hill differed quite a little from that of the previous year at Vanderbilt. At the Confer-

ence held at Vanderbilt during the summer of 1938 a committee of fourteen, composed of nine classroom teachers, three principals, superintendents, or supervisors, and two staff members, was responsible for most of the planning. At Chapel Hill each of the thirty-three groups selected a representative to serve with staff members to make plans for the work and play of the Conference. The significant part of scheduling was done actually by each group since their requests for staff services were usually granted as made. Each group wrote out its requests for staff services and filed them with the schedule committee by noon of the day before staff services were desired. A brief survey of the scheduling of staff appointments for the first two weeks showed that there was a wide variation in the amount and kind of staff services called for. Such scheduling did not seem to get the best efforts of staff members directed to the problems of groups and of individual teachers. In order to secure better services for schools, to provide for a thorough understanding by staff members of the needs and problems of individual teachers and of groups, to provide continuity of staff services to groups, and to make possible a better understanding of the work of groups, a staff council was set up composed of five members who had seen service in the field and who will see service in the field next year. This effort to improve continuity and bring about more effective staff service seemed beneficial. Its working, however, needs careful consideration in order to serve the schools better and to use more effectively the time of staff members.

Work began in the morning at eight o'clock and continued until four. All groups were requested to adjourn at four o'clock and to take an active part in the recreational program. This program included many outdoor and indoor games, individual and group. The "Balanced Life" committee seriously undertook the responsibility of supplying for all who attended the Conference wholesome and varied recreation. This committee was active in its efforts to keep all physically fit, to encourage hobbies, and to make the Conference an exhilarating experience.

The work at Chapel Hill began with a decided interest in the problems of each school working as a group. This interest continued throughout the Conference. Information secured prior to the time of the meeting of the Conference indicated the necessity for providing a workroom for each school. The school groups worked on a wide variety of problems ranging from a total reorganization of the school program to a better way of reporting absences. Eight schools spent the entire six weeks working on one big job, others engaged in several. As the groups worked certain changes took place. For some schools these changes involved a broadening process in terms of seeing wider curricular implications for the problems on which they worked, of seeing the necessity for the whole school attack. Sometimes these changes came about as a result of the staff leading a group from one problem to another up a series of steps. At other times change came about as a result of

a very annoying procedure which might be called "pushing the group back" to more fundamental considerations. A third type of change involved breaking down a general problem of the school into specific jobs for individual teachers to do. Obvious in the work of most school groups was an improved way of going about their tasks. This improved method of work involved such things as more effective use of time, more intelligent use of facilities and services, and improved techniques of group work.

An evaluation of the Chapel Hill Conference was made in order to report results of the work to participants and in order that future conferences might be more effectively planned. A group of fifteen people including representatives from different schools and two staff members served as an evaluation committee. The answer to one of the questions included in the evaluation blank, "What do you think has been the most significant point to this Conference?" shows how those in attendance regarded the Conference. A large majority of the responses to this question pointed toward the stress placed upon a way of working. Nearly all saw the emphasis placed on school problems rather than on individual problems as the important point. For others it was the democracy of the Conference—the informality, the freedom, the varied attack on problems, the bringing of theory and practice together, the coöperative working, the "realization that new methods, ideas, etc., do not necessarily originate with staff members." That this is a point of importance is indicated by the frequency with which the statements made clearly show that the participants were thinking in terms of carrying this way of working into their own jobs. As one teacher put it, "It was a demonstration of the part the teacher should play in working with pupils on their problems."

Throughout the Conference efforts were made by school groups to keep in touch with the teachers from their schools who did not have an opportunity to attend the Conference and to inform them concerning their plans. During the last two weeks principals and teachers were making plans for pre-session conferences. They were considering other ways in which work at Chapel Hill might be made known to their teachers who did not attend. Several requests were made for one or more staff members to meet with all the teachers of a number of schools for a few days prior to the time of the arrival of children for the beginning of school work. Arrangements for pre-session conferences were made as a normal outgrowth of the work at Chapel Hill.

Many courtesies were extended to the teachers and principals present, by both the University of North Carolina and Duke University. It was the concensus of opinion of the representatives of the Southern Study who were at Chapel Hill that the experiences of the summer were most profitable and pleasant.

The Teaching of English in the Blue Ridge High School*

By. T. B. Clyburn, Jr.
Principal of High School, Blue Ridge, Georgia

I. Administration

A. Four years of English are required for graduation from high school.

B. All departments of the school are held directly responsible for those phases of English which arise in their own fields. Emphasis is placed upon correlation of English with other subjects. Science teachers who require students to keep notebooks, history teachers who require outside reading and oral and written reports, mathematics teachers who depend upon pupils' reciting and demonstrating—all teachers who cause pupils to employ reading and language—must assume some responsibility for the quality of the reading and the language.

1. The English teacher coöperates with the other departments by drawing topics for composition from all subjects of study, science, social studies, music, and art.

2. The commercial department teaches business English. All commercial students are required to learn to spell, to punctuate, and to paragraph; they must acquire a larger vocabulary and learn the art of effectively using the English Language.

3. The Latin students are required to know the important gods and the chief heroes of epics and legends. Under teacher guidance they become familiar with *Myths Every Child Should Know*, *Odyssey*, *Iliad*, and *Greek Heroes*.

4. The history courses offered furnish a historical background for the periods of literature studied.

5. The home economics department creates an interest in literature and periods of history by designing period costumes and studying other details of background and social customs.

6. The librarian coöperates by a special "Book Week," interesting posters, and colorful reviews of recent books.

7. The French department studies French authors and links the periods of French literature with those of English literature.

8. The science department has as its primary objectives to catch something of the scientist's devotion to truth, to realize the fascination of investigation and the thrill of discovery, to know the personalities and achieve-

* This outline of the English work and procedures in Mr. Clyburn's high school is described by him as the outcome of coöperative effort of all the teachers and the principal "over a period of several years." He expresses special indebtedness to the Coöperative Study and to the National Council of Teachers of English.—Editor.

ments of at least a few great scientists or inventors and to note the rapidity with which our world is ever changing; but it has also the responsibility of helping the student express these experiences and impressions in good English.

9. The mathematics department operates a school store. Neat accounts, fair business dealings, and salesmanship are the primary objectives. The school store manages a functional combination of the experiences of active life and intellectual activities.

C. At the beginning of each year the faculty as a body meets, and with the English teacher acting as chairman, a group of requirements, outlining, punctuation, spelling, and grammar, is agreed upon for stress throughout the school during the year.

II. Provision for Individual Differences

No child should be asked to do something which it is impossible for him to do.

A. Students are segregated on the basis of ability.

1. A "core" course is offered for those students of average ability.

2. Special attention is given to students of superior ability. In addition to the core course the superior group is encouraged to study the life and times of the authors, to broaden their interests by reading, not only the classics, but contemporary literature, and to do creative writing. Superior pupils who become especially interested in writing for the school paper, modern poetry, mythology, drama, short-story writing, or one particular author and his times, are often excused from their regular English class to pursue individual problems under teacher direction.

3. The weakest group is "subjected" to the same body of grammar and literature which is required of all high school students but with more opportunity for drill and digestion. Instructions and explanations are more careful and explicit. No techniques are required which are beyond the maturity of the pupils. The teacher and the pupils are left free to proceed as rapidly or as slowly as local circumstances and ability permit. The teacher chooses material to suit the personalities and the social situation in each class.

B. Valuable use is made of individual conferences. Once a month each student is assigned a period to meet alone with his English teacher or other faculty adviser. At that time the teacher takes all the pupil's English papers and papers from other departments and goes over them carefully with the pupil. She calls attention to errors and makes suggestions for their correction. In this way the teacher becomes more thoroughly acquainted with the pupils and their own individual problems and needs.

C. A system of filing is used. Each pupil has his own individual folder in the office. This folder contains papers from every department and a

list of the pupil's weaknesses and most frequent errors. The folders are used at the individual conferences and at faculty meetings.

III. The Teaching of Composition and Grammar

A. In teaching grammar the aim is habit formation, not knowledge of correct forms. "Until a language form is definitely established as a habit, it has not been taught." The most difficult of all the tasks we undertake is to change language habits in the locality in which we teach. Drill is the only weapon which we can use to fight environmental influences which tend to work havoc with the oral English of our students. The pupils have received from their parents the heritage of ungrammatical form and illiterate usage. In many cases parents cannot read or write the English language. Such expressions as "hadn't ought," "I seen," "nary" and "you'uns" are common in everyday speech. We require students to hear the correct form, say it, and write it until the correct reaction is so strong that it is automatically used.

B. Public speaking has been introduced in grades 6-11 because our faculty believes it provides the most intimate contact with good English that can be found. The pupil selects his material from his own personal experiences or items of current interest. The result has been a desire to use correct grammar and improve speech in general. The pupil realizes that a certain standard of accuracy is demanded by his critical audience and the result is vigorous and self-motivated attack on his own errors. Our pupils are willing to go to work when they find that their grammatical deficiencies stamp them as outsiders and make them seem a little queer to their classmates.

C. The "blunder box" is an invaluable aid. When a pupil hears an incorrect pronunciation or sentence, he jots it down on a piece of paper, gives the corrected form and the name of the maker, and drops the slip into the blunder box. Once a week the box is opened, and the errors are discussed.

D. The radio plays an important role in our revised English curriculum. The pupils listen to selected broadcasts every day during the lunch hour. They are taught to appreciate pleasing voices and correct pronunciation. They get from broadcast stories and playlets a rich and lasting pleasure and from music a deeper knowledge and appreciation. There is no need for teacher discipline during the lunch hour, because attention is focused on the broadcast. Self-discipline and literary appreciation have been great benefits derived from the noon broadcast.

E. No one questions the fact that letter writing is the major writing activity of the adult world. It tops the list in social and business life, yet very little attention is given to it in the average high school. The need for instruction in letter writing has become so pressing that our school proposes

to offer a course in business correspondence among our electives for next year.

F. More attention is given to composition and business English in the tenth and eleventh grades as an asset both to those going on to college and those who will enter immediately into business pursuits.

IV. Literature

A. Experiences through literature is the ultimate objective. Interest in stories is stimulated by having pupils relate their own experiences on the street, around their own home, and on the farm, which correspond to the author's experiences. Stories of real heroes, of nature and animals, of invention and exploration, together with problems of current interest, stand side by side with our study of the classics and poetry. Life experiences present and future must go hand in hand with literary experiences.

B. The course in literature is flexible. No matter how much a story may thrill or charm us, if it is beyond the intellectual and emotional range of our pupils, we are wasting our time attempting to teach it to them. Foremost among our literature aims is teaching breadth of understanding and interest through reading.

C. More freedom is allowed in the choice of reading than formerly. Our students are encouraged to read all types of literature, both classical and modern. The English teacher presents the masterpieces of fiction in such way as to reveal their interest and worth and to cause inferior literature to suffer by comparison.

D. One of our most effective means for creating interest in literature is the "Little Theater" movement in our school. Once every week one grade produces a short play and presents it before the entire student body. Several times each year the best productions are presented before an audience composed of parents, faculty members, and students. Productions are varied and interesting. The range is from the stories of King Arthur and his knights to short modern comedies. All plays stress correct speech, articulation, and the stimulation of interest in all types of literature. Stage managers, property managers, stage carpenters, electricians, prompters, musicians, advertising managers, salesmen, ticket-takers, and ushers are chosen from the members of the class whose interests lie in the various fields.

E. Memorizing offers the student excellent mental drill, unconsciously develops poetic taste, and at the same time increases his vocabulary. Our students are taught to "spot" lines and familiarize themselves with famous words and quotations. Memorizing is not only stressed during regular literature periods but in study halls and chapel periods.

V. Spelling

A. Actual experience proved that the greatest weakness in teaching spelling in our school was to teach too many and too difficult words.

B. All high school students are required to master absolutely ten words and their definitions each day. Definitions are considered worthless unless the student can use each word correctly in an original sentence. The words selected are those most commonly misspelled. Pronunciation is stressed and visual forms noted. The text used is *The Standard High School Spelling Scale* with its accompanying charts and norms.

VI. Test and Measurement

A. Diagnostic, practice, and mastery tests issued by the state are in frequent use. They enable the pupil to measure his own progress, and make education a game in which a score is kept. We agree with Dr. Symonds that test motivation is equal to five sheer repetitions in teaching value. An experiment in second year high school English proved the value of testing. A test was given each day during the first ten minutes of the class period. The result was no failures in a class of twenty-five.

B. The success of those who attend college is dependent to a large extent upon their reading ability; yet many high school seniors' reading ability is either weak or indifferent. Standardized reading tests are administered to all pupils at the beginning of the school year to identify those who are retarded in reading.

C. Measurement is used to determine whether the individual should go on with his class to new experiences or should repeat those he has just had.*

* An interesting feature of the Blue Ridge High School program is the fact that senior class is required "to make several trips each year to points of interest. For the past five years the seniors have gone to Washington, D. C., for a week. All expenses are paid from money raised from selling candy, dinners, plays, stunt nights, school carnivals, and other sources. The boys and girls prepare most of the meals on the trip. The class of last year spent one night at Queens-Chicora College at Charlotte, N. C., and one night at Greensboro College, Greensboro, N. C., and visited Duke University at Durham. The English teacher required that notes be taken and made a special study of the English heard on the trip."—Editor.

Chancellor James H. Kirkland and the Southern Association

By Theodore H. Jack
President, Randolph-Macon Woman's College

In the minutes of the faculty of Vanderbilt University under the date of March 26, 1895, this notation appears:

> "A paper was presented by Professor Baskervill inviting Southern schools and colleges to coöperate in a movement for the formation of a Southern Association of Schools and Colleges. On motion a committee was appointed to promote this movement."

In this very simple action—an action at the time probably considered by the faculty, if seriously considered at all, as merely one other idea from the seething brain of a young, vigorous, forward-looking new chancellor—is found the germ of a veritable educational renaissance in the South.

In 1893, less than two years before this significant resolution was passed, a young classical scholar, James Hampton Kirkland, just thirty-four years of age, had been elected to the Chancellorship of Vanderbilt University. Kirkland, born in a Methodist parsonage in Spartanburg, South Carolina, on September 9, 1859, received his bachelor's degree from Wofford College, taught in the schools of the state and in his Alma Mater for eight years, received the degree of Doctor of Philosophy from the University of Leipzig, Germany, in 1885, and in 1886 became Professor of Latin in Vanderbilt University, a post he filled with such distinction that his election as Chancellor followed in 1893.

When Kirkland assumed his new and responsible duties, the educational situation in the South was dark and discouraging. The War between the States, less than thirty years in the past, had left the South economically disorganized, economically unable to provide even reasonably satisfactory conditions in education for its oncoming young people. Though there were in all of the states of the Southern area some systems of secondary state-supported schools, they were in most cases poorly equipped, poorly manned, largely ineffective and inefficient. In many of the states, privately supported preparatory schools had been established, but these were relatively few in number and supplied only a small number of students for the colleges. The colleges of the South were in a similar plight. Before the War, the institutions of higher education in the South had occupied an outstanding position in the nation. The destructive nature of the War had practically shattered the Southern colleges. They were, in the late eighties and early nineties, just beginning to recover, and slowly, from the havoc wrought

in their economic and human resources. The whole educational picture was tragic, chaotic, almost hopeless.

This was the Southern educational picture when the young, vigorous, idealistic, far-seeing Kirkland became the leader of Vanderbilt, a relatively weak institution suffering as its sister-colleges of the South were suffering. Properly enough, Kirkland began his work for an educational renaissance at home. His reorganization of Vanderbilt clearly showed his vision, his ability, and his administrative genius. By 1895, he had rapidly fashioned a suitable fulcrum at home for use in his designs for a new order in Southern education. In pursuance of his plans he developed the idea of a coöperative attack on the South's educational problems. In the absence of definite information on his planning we can only guess at the ideas that were passing through his mind in these first years of his educational leadership. His suggestion, as set forth in the resolution of the Vanderbilt faculty, brought him support in his idea of a coöperative effort. Another young South Carolinian, B. Lawton Wiggins, a classically trained scholar as Kirkland was, had come to the headship of a sister college in Tennessee, the University of the South at Sewanee, in the same year that Kirkland had assumed the helm at Vanderbilt. Wiggins supported the proposal vigorously and heartily. Educational leaders in the other Southern states gave their approval to his plans. The headmasters of the leading private preparatory schools were eager to coöperate. The idea caught like a flame in the minds of the outstanding leaders of Southern education, though they were few in numbers. But the idea was Kirkland's, the leadership his, the vision his. To him must go the major credit. He was in simple truth the father of the Southern Association, its prophet and its founder.

The next recorded item in the development of the movement is found in a minute of the Vanderbilt faculty, October 22, 1895:

> "On motion the Chancellor appointed the following delegates to the Southern Association of Schools and Colleges at Atlanta, Georgia: J. H. Kirkland (by request), H. C. Tolman, W. M. Baskervill."

These two quoted references are the only ones in the minutes of the Vanderbilt faculty prior to the first meeting.

In describing the formal organization of the Association in its first meeting in Atlanta, Georgia, on November 6, 1895, it is peculiarly fortunate that this can be done in the very words of the founder:

> It was a small group of men that met in the chapel of the Georgia School of Technology seventeen years ago. Sixteen delegates were present, representing twelve institutions. No speeches were made. There were no outbursts of eloquence, for there was no gallery to play to. But there was much earnest discussion. A serious tone pervaded the gathering. Men discussed the educational situation in the South

with frankness and sincerity. Each delegate spoke of his own institution, not to laud or magnify, but to set forth its weaknesses and shortcomings. In considering the possible organization of an Association it was recognized that there was no need of a general educational gathering. Such needs were already supplied, and we had no desire to add to the list. We did have in mind an annual gathering where the peculiar problems of schools and colleges might be discussed and illuminated; but we also had a more distinct purpose than this. The new Association was to be a group of institutions pledged to certain standards. It was compact. Membership in the Association was not an honor but an obligation, the observance of which was not without its inconvenience and cost. The fundamental principles of the Association were embodied in the Constitution and by-laws, and there was a pledge, either expressed or understood, that the provisions of the by-laws would be observed. At the same time care was taken that these provisions should be few in number and of reasonable import. The Association has never sought to interfere with the freedom of each institution. The colleges and universities constituting its membership represent varying types and differ in a score of particulars. The points on which uniformity has been demanded have been a few essential principles accepted and approved by all. We have exercised a wise self-restraint, and no complaint has ever been made of unjust legislation. No institution has ever withdrawn from our Association through a sense of wrong done or a lack of sympathy with our purpose. The single withdrawal of a college once a member was occasioned by an increase in our requirements, and the institution so withdrawing has continued to affiliate with us.

While our Association was formed for the purpose of general coöperation in all the work of school and colleges, yet our attention was first directed to one particular task, the adjustment of the relationship between the high school and the college. At that time most colleges conducted preparatory classes. Students left the high school at almost any stage of their preparation and applied for admission to college. If it appeared excusable they were admitted to the freshman class; if they seemed impossible, they entered one of the subfreshman classes. The effect of such a practice on the schools can easily be imagined and, indeed, is well remembered by most of us. There was no opportunity left for independent school work of a high grade. Colleges and schools competed for the same students, and, unfortunately, the colleges won in too many cases. While this state of affairs still exists to some extent among some institutions, there has been great improvement in the past seventeen years. To meet this condition was our first task. Our plan of attack was along three different lines.

In the first place, a by-law was adopted prohibiting all preparatory classes. The subclasses in English, mathematics, Latin, and Greek so characteristic of every institution, were declared intolerable. This experiment had been tried with marked success at Vanderbilt University seven years before the organization of the Southern Association, and Vanderbilt's experience was a great encouragement to other institutions. Without this we should hardly have been bold enough to invite such a reduction in attendance. It was believed that if a few could be found willing to take such a step their experience would commend this action to others. We looked also to the schools to bring some pressure to bear on the colleges and throw their support to those institutions that left to the schools a field in which to live and work.

In the second place, we undertook to define the admission requirements for our freshman class. These requirements seem now extremely low; but at that time it was not easy for many institutions to meet them, particularly as no subclasses were left to catch the unprepared. The requirements covered the subjects of English, Latin, Greek, mathematics, and history. . . . [The remainder of this paragraph deals in detail with units.]

In the third place, colleges belonging to the Association were required to hold entrance examinations of the scope above indicated, and to print their questions, depositing copies with the Secretary of the Association. In this way publicity guaranteed security as in the management of trusts. Papers unreasonably easy were the object of ridicule. As these papers went into the hands of teachers, they offered a basis on which the work of the college might be appraised. Not only the entering freshmen were graded on these papers, but the professors and the colleges as well. Certificates were allowed from the beginning. No attempt was made to force examination of all students. But it was assumed that a considerable number of students would be examined. In the absence of reliable high schools, public or private, it was supposed that only a few students would be able to bring satisfactory certificates. We did not then foresee the rapid growth of public high schools and the universal rebellion on the part of pupils and teachers against the hardship and indignity of entrance examinations.

With these explanations it is not hard to understand that few institutions were ready to accept the regulations agreed on. Only six colleges entered into the compact—viz., Vanderbilt University, University of North Carolina, Sewanee, Mississippi, Washington and Lee, and Trinity College. Even these were secured through concessions. The general requirements were not to become effective until September, 1897, and the requirement in Greek in 1898. Thus, and thus only, was the Southern Association brought into being.

The purposes of the Association as stated by Chancellor Kirkland at its first meeting were: (1) to organize Southern schools and colleges for cooperation and mutual assistance; (2) to elevate the standards of scholarship and to effect uniformity of entrance requirements; (3) to give the preparatory schools the right to exist by insisting that the colleges refrain from doing preparatory work. This statement of purposes, as phrased by Chancellor Kirkland, continues to be the guide of the Association in its work and has been carried in its "Proceedings" since the beginning.

The first meeting was in session for one day only. A constitution and by-laws were adopted and a resolution was passed that institutions having delegates present should be given ninety days in which to become original members through acceptance of the constitution and by-laws. The first roster as published in the "Proceedings" shows original membership as follows: Vanderbilt University, the University of North Carolina, the University of the South, the University of Mississippi, Washington and Lee University, and Trinity College (now Duke University). With the admission of the University of Alabama and the University of Tennessee and twenty-three preparatory and high schools into the membership at the third meeting in 1897, there began a union of higher institutions and secondary schools which has been active for forty-five years. The Association now operates in eleven Southern states and has a membership of 140 senior colleges, fifty-one junior colleges, and 1,206 secondary schools. This is the fruitage of the idea germinated in the mind of the young chancellor of Vanderbilt University in 1895. Thus has his vision for the elevation of educational standards in the South through coöperation come into a fine reality.

At the first meeting Kirkland was elected secretary, and in this key position he shaped the course of the Association in its formative years. And in this position he served for thirteen years. Those of us who have worked with him in later years know full well that in this period his was the guiding hand in every movement. His clear and incisive brain kept all of the activities of the Association in mind. It was his child; and no labor was too burdensome, no task too difficult for him to undertake, in order that its aims might be carried out and its purposes achieved. In these thirteen years as secretary, Kirkland set the course of the Association; through his labors the Association came, by the end of his term in the secretaryship, the recognized agency through which the educational forces of the South could work for the promotion and strengthening of the common cause.

The Association became a constituent member of the National Conference Committee on Standards of Colleges and Secondary Schools at the organization of the Conference, and Chancellor Kirkland represented the Association on this Committee throughout its existence. He was influential in the preparation of standards for colleges, and the first standards of our Association for institutions of higher education were largely the work of his hand. In every revision of the standards he took a leading part. Next to his organization of the Association this was probably the most significant and far-reaching of his contributions to the Association and to the elevation of the standards of college work.

Throughout the twenties the Association was greatly disturbed by what it felt was a very serious over-emphasis on intercollegiate athletics. In these years a large proportion of the time of the Association was given to this problem, and Chancellor Kirkland took active leadership in the fight against this over-emphasis and its evil effects on the colleges. No one who heard them can ever forget his outspoken strictures on the evils of over-emphasis at Richmond in 1923, at Charleston in 1925, and on other occasions. He was a stout supporter of the Sanford resolutions adopted at Charleston in 1925 and worked hard to bring these principles into operation.

The essential integrity of the college and its right and duty to operate without political or outside interference elicited the forthright championship of Chancellor Kirkland at all times. No one can ever forget his outspoken position and his championship of college freedom as expressed when the tax-supported institutions of higher education in one of the states holding membership in the Association were menaced by political interference in their internal affairs. He was an active member of the committee charged with the investigation of the situation, and he was responsible for the preparation of the resolution on the subject presented to the Association by the Executive Committee. Since the action of the Association in this matter had such far-reaching and such beneficial results, this report may properly be included in this paper, though the institutions involved having

suffered through no fault of their administrations) have been restored to good standing in the Association:

1. The Association of Colleges and Secondary Schools of the Southern States condemns with all possible emphasis the ruthless manner in which the Board of Trustees, having control of the University of Mississippi, the Mississippi Agricultural and Mechanical College, and the Mississippi State College for Women, recently took action against administrative officers, teachers, and employees of these institutions. The wholesale dropping of scores of officers and teachers without warning, without charges, without the opportunity of defense, without action by the administrative head of the institution, puts such a Board outside the category of educational bodies.

2. The Association of Colleges and Secondary Schools of the Southern States is organized to deal only with educational boards. In the action above indicated not only the control but the active management of these Mississippi institutions was taken over by the Governor and a small group of his appointees, with which group this Association has little in common and can make no agreements. The same general conditions have prevailed in the management of the Mississippi State Teachers College at Hattiesburg.

3. In view of these facts we recommend that the four institutions above referred to, viz.: the University of Mississippi, the Mississippi Agricultural and Mechanical College, the Mississippi State College for Women, and the Mississippi State Teachers College at Hattiesburg, be suspended from membership in this Association until time shall prove the existence of an educational and non-political administration. We cannot accept recent statements of the Governor and recent action of the trustees either as a satisfactory explanation of the past or as adequate guarantees for the future. We further recommend that this suspension take effect June 15, 1931, and continue until removed by vote of this Association on recommendation of the Executive Committee and the Commission on Higher Institutions.

Chancellor Kirkland served as secretary of the Association from its organization in 1895 to 1908; in 1911, at Tuscaloosa, he was elected president; in the silver anniversary year, 1920-21, he again served as president, the only one ever to serve two terms in this position; and in 1928, as an expression of the Association's gratitude and affection, he was chosen as president-emeritus for life. Either *ex-officio* or as an elected member he served on the Executive Committee for forty-one of the forty-four years of its history. In the meetings of the Committee he was constantly alert, eager to promote the best interests of the Association, wise in all his counsels. In many ways, it was a liberal education in itself to serve on the Committee with Chancellor Kirkland. He was a charter member of the Commission on Institutions of Higher Education, created in 1917 and organized in 1919, and served on the Commission until 1926. As in all the affairs of the Association, in the Commission his keen analysis of the problems before it, his trenchant and at times brilliant exposition of fundamental principles of college administration, his wisdom, and often his wit, sometimes biting, shaped the course of action of this body as it wrestled with its problems. In later years he did not take the floor so often as he did in formative years, but always, while he served on the Commission, it was his influence which directed.

Certainly, in the beginning, Kirkland did not intend for the Association to become a standardizing or an accrediting agency. Its purpose, in his mind, was that of coöperation, of mutual assistance among institutions of similar purpose and aspirations. It is seriously to be doubted that he altogether relished the rapid growth of the Association and its development into an accrediting body. To him the core of the Association was always the colleges of liberal arts. He was greatly disquieted at times at many innovations in its organization and procedure, but in his later years he did not combat these as vigorously as he was wont to fight in the earlier years. And yet it cannot be doubted that, despite these things, he took increasing pride in the achievements of the Association in promoting the general development of education in the South in its many ramifications.

It would be impossible to over-emphasize the contribution Chancellor Kirkland has made in Southern education through his organization and direction of the Southern Association of Colleges and Secondary Schools. He has been the protector of the faith, the guide, philosopher, and friend of every worthwhile movement in higher education in the South for nigh on to half a century. It is given to few men so to write themselves into a record of achievement in a section as Chancellor Kirkland has done in the South. Vanderbilt University is not his only monument; the Southern Association of Colleges and Secondary Schools stands as one of the great records of our times to bear constant testimony to his vision, his foresight, his vigilance, his high ideals. His passing, on August 6, 1939, brought sorrow to the hearts of all those engaged in education in the South, but those who followed him in his work in the Association and loved him will highly resolve that the work he initiated, developed, and conserved will go forward, even now that he is gone, as a permanent memorial to the foremost servant of the cause of education the South has yet produced.

Chancellor James H. Kirkland and Vanderbilt University

By Edwin Mims
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It is difficult for me to write objectively or without emotion of the late Chancellor Kirkland. I knew him for more than fifty years. He was my teacher for two years; I then learned to value the quality of his mind, to profit by the intellectual discipline which his teaching of Latin demanded, and to know him as a man of culture as well as a scholar. Speaking for the student body at his inauguration in 1893, I voiced what I believed to be their unanimous approval of his selection as Chancellor. For seventeen years, while teaching at Trinity College (now Duke University) and at the University of North Carolina, I was in frequent contact with him both at Vanderbilt and at the meetings of the Southern Association, and thus came to see him from the perspective of a wider outlook. Returning to Vanderbilt in 1912, I was for twenty-five years his intimate associate in his work of enlarging the University's resources and in the growth of its standards and influence. Is it a wonder that, when I returned to the campus in September, I felt keenly the fact of his death and the loss to the University of his commanding personality? It was as if some great tree with all its boughs had gone down with a crash upon the hills and "left a lonesome place against the sky."

That I do not exaggerate his permanent contribution to the building of the University is evidenced by substantial facts. The endowment was increased during his administration from $1,000,000 to approximately $23,000,000; the value of the physical plant from $650,000 to $7,000,000; and the total annual income from approximately $50,000 to $1,621,000. The University, which was composed of several unrelated departments, became united under a central authority and with common standards and ideals. Whatever he may have done for the development of Southern or American education—that he did much will doubtless be revealed by another article in the Quarterly—the fact remains that his greatest contribution was in the development of a small, struggling institution to one of power and distinction.

President Dodds of Princeton, in conferring an honorary degree upon the Chancellor in 1936, gave the most felicitous characterization of the man and his work that I have seen: "Chancellor of Vanderbilt University for more than two score years; a teacher of the classics, editor and interpreter of Horace for American Youth; by temperament a scholar and endowed with great executive ability, he has transformed and enriched his own university; founder and continuing counsellor of the Association of Colleges and Schools

of the Southern States; called to positions of public service in his State and beyond its borders; recognized as the educational leader of the South, his way directed by a happy philosophy of life; in the words of his favorite Horace, '*Sapiens sibi qui imperiosus*,' 'a sage who owns no master but himself'."

Among the hundreds of congratulatory messages that came to Chancellor Kirkland at the celebration of his fortieth year as Chancellor—messages from men prominent in all spheres of national life—there were two of special significance in defining the value of his work and his personality. President Pritchett of the Carnegie Corporation wrote: "The situation in the South (when he became Chancellor) was particularly difficult. What was most needed to bring order out of this confusion was the leadership of some university president who knew the difficulty, who sympathized with the efforts of young and poorly endowed colleges, but who had the clearness of vision and the courage to stand for a better order. . . . When one surveys his long record as Chancellor, he will come back to the fact that in a day when our whole educational process was confused and ineffective, he stood unflinchingly for the ideal of intellectual sincerity. And that is the greatest service any man can render to American education."

To the same effect President Angell of Yale wrote: "From a position of minor importance as a denominational school, the University has moved forward into a position of recognized leadership, where a complete freedom of instruction and investigation is not only countenanced, but encouraged, where the intellectual and academic standards have been steadily pushed forward, and not a few of the finest things in American education are now being carried forward. . . . It is rare that a man so keen and discerning in intelligence, of so beautiful a personality, and of such courage and devotion, has been able to serve so long and so successfully the interests of a single institution and through it the entire surrounding community and nation."

Those who wrote these words or who listened to them in the academic celebrations where they were read, and even those who are now prominent leaders in the educational development of the South, little realize the struggles through which the Chancellor passed. It is my purpose in this article to pass in review the various stages of the development of Vanderbilt under his leadership. Before he became chancellor, he was Professor of Latin for seven years (1886-1893) and thus came to know the educational problems of the young institution. Trained at Wofford College and later at Leipzig, he was conversant with the problems of the small college and of the university. In addition to his work as a teacher and as a scholar, he and at least two of his colleagues, Charles Forster Smith, Professor of Greek, and W. M. Baskervill, Professor of English, gave much attention to such questions as standards of admission and graduation and to necessary changes in curriculum. There was no dean then, and the venerable Chancellor Garland was

not primarily interested in many of the technical questions raised by these professors. I remember as a student seeing the faculty emerge from a prolonged meeting in which these discussions were held. As a result the preparatory department of the University was abolished in 1887, although it meant the loss of 40 per cent in the already small academic department. A deep impression was made when a dozen students who applied for admission were sent to a nearby preparatory school. It was seen that high standards of admission, maintained by written examinations, would improve the quality of work in the University, and at the same time lead to a sharp distinction between school and college work, thus encouraging the development of preparatory schools such as the Webb School and later the schools in Middle Tennessee that were modeled after it.

When the question of a successor to Chancellor Garland became acute, Dr. Kirkland was recognized by most of the faculty, the alumni in Nashville, and the student body as the man best equipped for the position by reason of his temperament, training, and personality. But what would the Board of Trust do? He was younger than his colleagues, Smith and Baskervill; indeed, he had been their student at Wofford College, and there were many reasons why they should both be considered for the position. Furthermore, there were reasons why an older and a more distinguished leader in the church or in public service should be elected as head of the institution. It was a bold thing at that time to elect a scholar who was only thirty-three years old. But somehow—who can deny Providence in the guidance of educational institutions?—he was elected. He modestly stated in later years that it was an accident, and that he accepted the responsibility because he feared that outside pressure might demand one who was not acquainted with academic problems.

The announcement of his election was greeted with applause by the alumni, then in their annual session, one of whom, now Justice of the Supreme Court of the United States, exclaimed, "This is the smartest thing the Board of Trust ever did." His short address on Commencement Day was followed by the formal address at his inauguration in October, in which he clearly outlined the limitations and possibilities of Vanderbilt University. Recalling the circumstances of this inauguration at the inaugural exercises of his successor, he humorously remarked: "It was no great occasion. There were very few visitors or friends or delegates present; in fact, they were not invited; a very young man, very uncertain as to himself, and about whom the trustees and faculty felt equal uncertainty, tried to say his piece and make his speech, and sat down, and that was about all." But those who heard the address felt that a new leader had arisen in Israel—a man of integrity of mind, keen analytical judgment, and great vision. He closed with a quotation from a poem by Henry Timrod—a quotation that he repeated at the end of the celebration of the twenty-fifth anniversary of the

University and on more than one later occasion. It is really the keynote of his entire administration:

> I shall not count the chances, sure that all
> A prudent foresight asks we shall not want,
> And all that bold and patient hearts can do
> We shall not leave undone. The rest is God's.

The first difficulty that he encountered as chancellor was financial. Eighteen-ninety-three was the year of the great panic. All the banks of Nashville were closed. "The only cash I saw for several weeks," he said much later, "was a money order for fifty dollars, which a student mailed in. We used that to purchase stamps, for we had none. We could not pay our teachers for September. When we did begin to draw money from the banks, we were permitted to draw only small amounts." Furthermore, there was an overdraft in bank of between thirty and forty thousand dollars, and there was an indebtedness of perhaps double that amount. There was talk of selling part of the campus, or a general cutting of salaries. There was an even more serious problem. The endowment that had been given by Commodore Vanderbilt was in bonds in the New York Central Railroad, yielding 7 per cent, which, it had been announced, would be reduced to 5 per cent within two years. The trustees had ignored the problem of re-investment and postponed the consequences of such a drastic cut in the income. The new chancellor, in handling this last problem, showed the financial ability that marked his later career; selling the bonds at a premium and re-investing the funds gradually to advantage, he prevented the threatened loss of income. By careful budgeting he soon had the University upon a solid foundation, although he realized more than anyone else the great financial needs if the University were to grow. For nearly twenty years there was no appreciable addition to the income.

From the standpoint of educational policy he at once put himself firmly behind the efforts of himself and his colleagues to maintain high standards of admission and graduation. Despite the loss of students and the consequent decrease of income, he did not waver. For more than fifteen years the college attendance hovered around two hundred students, but as the number of preparatory schools increased, the attendance at Vanderbilt increased slowly—very slowly. The Chancellor, recognizing that the old curriculum of Latin, Greek, and mathematics for all students would have to be modified to include modern languages, history, and the sciences, insisted that the requirements for the new studies should be just as strict, that the B.S. degree, or later the one A.B. degree for all students, should be hedged about by the strictest standards. The number of irregular or special students was limited to extreme cases. As public high schools began to develop, it was insisted that the admission to Vanderbilt must be based

on four years' work and not three years', and that their certificates would not be honored until the quality of their work was established. It was a matter of great satisfaction to the Chancellor that, when the Carnegie Foundation for the Advancement of Teaching in 1910 made its first report on educational conditions in America, Vanderbilt was the one Southern institution that was rated as having the fourteen-unit requirement for admission. More important than any mechanical rating of standards was the fact that throughout the years Vanderbilt, under the leadership of its chancellor, had stood for the highest possible standards of work and had thus defined the differentiation between school and college work.

Meantime, Chancellor Kirkland had taken up the work of bringing all departments of the University under a central administration. As in most American universities, professional schools had arisen as more or less private institutions with only nominal connections with the central administration. The Medical School at Vanderbilt had a large number of students whose fees were the sole income of the institution, and a large majority of these students were totally unprepared for admission to college or even to high school. The course of study lasted only twenty weeks, and there were no laboratories or opportunities for clinical study. The Chancellor took up at once the problem of admission requirements, the lengthening of the term of study, the organization of laboratories. He appointed Dr. William L. Dudley, Professor of Chemistry in the College of Arts and Science, as Dean, who did much to make possible the improvements suggested by the Chancellor. Within three years the course of study was lengthened to four years, admission requirements were lifted to the level of high-school graduation, and a full-time professor of pathology was selected.

The problem of the Medical School was also that of the Law School. A faculty composed of some of the most prominent lawyers of Nashville had, from the beginning, provided training for a large number of students of various degrees of preparation, but there was clearly needed a more efficient administration and some all-time professors who might correlate and coördinate the work of the department. Gradually requirements for admission and for longer terms of instruction were brought about by the cooperation of an all-time Dean. The Biblical Department, as it was then called, had been from the beginning more closely related, financially and otherwise, to the Academic Department. Requirements for admission and for graduation were increased under the able administration of Dean W. F. Tillett. The expectations that the Southern Methodist Church would rally to the support of this department were not realized, for it seemed that the various conferences were more interested in the maintenance of their own colleges. The Engineering Department was operated in close connection with the Academic Department, the same standards of admission prevailing. For some time the departments of Dentistry and Pharmacy were main-

tained, the former especially serving a large constituency, but when in later years it was found that adequate funds could not be found to conduct the work in accordance with the demands of university instruction, they were discontinued. The Graduate School continued to serve a limited number of students from the best Southern colleges; indeed, a surprising number of students who had received their A.M. and Ph.D. degrees at Vanderbilt found important places in various Southern institutions. When, however, it was seen that the library and laboratory facilities were not up to the standard of the best university instruction, the granting of the Doctor's degree was discontinued. In every way efforts were made to do only that type and quality of work for which the University was fitted.

At only one point did the Chancellor in these critical years of inadequate funds and resources attempt to expand the work of the University. The growth of education in the South, which he did so much to foster, clearly called for the better training of teachers, but Vanderbilt was in no position to undertake such work. When he found in 1905 that the trustees of the Peabody Education Fund in New York were contemplating the dissolution of the trust and the proper distribution of the remaining funds, he took up with President Gilman and other members of the Board the advisability of the affiliation of an institution for the training of teachers with Vanderbilt University. Largely through his influence the trustees voted to establish the Peabody College for Teachers "close to Vanderbilt University, one of the best, if not the best, of Southern universities." They expressly maintained that there was to be "no merger of the College and the University; each would have its own government, its own faculty, and its own student body." "What is accomplished by their being side by side is that the libraries and the laboratories and other educational facilities enjoyed by either the College or the University will be available to both on terms and under regulations to be agreed upon. Their mutual helpfulness in thus supplementing each other cannot but operate to the advantage of both." A committee representing the Board and the trustees of Vanderbilt worked out the details of the agreement, among the most important of which was that Peabody College was moved from South Nashville and its campus exchanged for a part of the Vanderbilt campus and contiguous territory.

It is not necessary here to treat in detail the various obstacles that delayed the consummation of the hopes of both institutions, or their failure for many years to establish the close affiliation that had been contemplated. Suffice it to say that in the process of time, and in spite of many misunderstandings and prejudices, the two institutions are now fulfilling the ideal and the plan which were first suggested by the Chancellor, and that the last event of his administration as Chancellor was to work out in coöperation with President Payne of Peabody College a plan for a joint library to serve the two institutions and Scarritt College, and that through the generosity of the General

Education Board, the Carnegie Corporation, citizens of Nashville, and alumni this library is now in process of being constructed.

It is apparent, then, that for the first twenty years of his administration the Chancellor met great difficulties, and especially that he lacked funds that were necessary for carrying out the plans that he so clearly conceived. It seemed to him that he was plowing a field, and that he had "to spend a good deal of his time fighting yellow-jackets" instead of going on into the uncultivated regions that lay before him. Every one of the steps for improvement that I have mentioned—the maintenance of standards, the authority of a central administration, the need for all-time professors rather than men whose primary interests were elsewhere, etc., etc.—met with opposition and criticism.

An even more fundamental difficulty met him in his effort to conduct the University upon broad lines of administration. At the meeting of the Board of Trust held in 1904 he recommended that Professor F. W. Moore, who happened to be a Baptist, be made Dean of the Academic department. Several members of the Board, some of them prominent Bishops of the Methodist Church, expressed their opposition to any further appointments of men who were not Methodists. Only the Chancellor's vote made a majority for the election of Dr. Moore. This led to the resignation of the Chancellor, which was, however, withdrawn when the Board of Trust gave the unwritten policy of the University the authority of a statute, and declared that their chief concern was "to promote the highest type of Christian scholarship and Christian character, and to this end we will seek in the future, as we have done in the past, to secure for its chairs the most competent scholars, of unquestioned loyalty to Christ and to the highest attainments in their several departments."

The issue was revived in connection with the appointment of Dean Tolman, an Episcopalian, and by this time the controversy passed from the Board of Trust to the Southern Methodist Church at large. The editor of the central organ of the church maintained for years that "denominational colleges are set up for the same reason as denominational newspapers—to advance the interests of denominations." He wrote: "As we see the matter, it is neither uncharitable nor evidence of bigotry to demand that the faculties of Methodist schools should be filled with Methodist teachers. Our schools should stand on their merit and be what their name indicates, Methodist institutions." Later on the issue changed from the appointment of the faculty to the question of the rights of the Board of Trust. When the Board, in 1905, passed an amendment to the by-laws to the effect that hereafter, instead of all the Bishops being *ex-officio* members, five in the order of seniority should act as trustees—partly because so few of the Bishops ever came to the meetings and partly to make place for alumni who were demanding a larger part in the management of the institution—the storm

broke in all parts of the church. The General Conference in 1910—its delegates for the most part elected as the result of the agitation that had increased throughout the church—proceeded to elect three trustees and ordered the Bishops, in case the trustees refused to accept those who were elected, to institute a lawsuit to establish the rights of the Conference, and furthermore to assert the rights of visitation and veto by the Bishops over the action of the Board. The issue was joined in the Courts, and the Supreme Court of Tennessee, after long and careful deliberation, upheld by a unanimous decision the essential contentions of the Board of Trust. Although the court gave the church all the rights that had hitherto been claimed—rights, it may be said, that were more definitely established than those of many institutions that are considered church-controlled—the General Conference that met immediately afterwards voted to withdraw from all connection with the University. The University was thus free to work out its destiny along independent lines. The question all along had been as to whether the fact that the University had become in its patronage, its policies, and its constituency an independent institution could be harmonized with the laws of the state.

In this very brief outline of a controversy that lasted from 1905 to 1914 it is evident that the Chancellor had to bear the brunt of the attack. With a naturally calm temperament, disciplined by years of training in scholarship, rational rather than emotional, so reserved as to give the impression of secretiveness, a master of clear exposition, arriving at his conclusions by clear and straight thinking, so fearless of public opinion as to be almost indifferent to it when conscious of his own integrity, and with a deep sense of responsibility for the University that spared no labor to promote its interests, he met wisely and bravely the onslaught. His long testimony in the lawsuit is as accurate and as comprehensive as a Doctor's thesis, so balanced, so fair, so honest that it was doubtless the chief basis of the decision of the Supreme Court. It anticipated the verdict of history. Any man less resourceful, less patient, less courageous would have yielded to a compromise that settled nothing, or would have taken positions in other institutions that were offered him. The explanation of his conduct may be found in some words spoken long afterwards to the alumni: "I struggled with all good conscience to avert the issue, to pacify our critics, and to move on in peace and harmony. I was not willing to sacrifice principle, as I understand it, for peace. When it became clear that a lawsuit could not be averted, I gave all I had of ability and strength to sustain what I believed to be the law and the right." And that, too, will be the verdict of history.

I have already said that for the first twenty years of the Chancellor's administration there was no appreciable increase in the endowment or the resources of the University. He had simply been cultivating intensively a rather scanty plot of ground, though he knew as well as anyone else that

there were inviting fields waiting for cultivation. If only some Johns Hopkins or Leland Stanford or John D. Rockefeller or James B. Duke had said to him even ten years after the beginning of his administration: "We believe in you and want to give you the money to build an institution which you have so clearly visualized and whose foundations you have already so well established!" His efforts to secure funds were to be met with the same difficulties and the same need of patience that had characterized his other efforts. He did everything in his power to enlist the support of the Vanderbilt family, but for a long time met with little encouragement; indeed, there was a general impression that they took no pride in the Commodore's founding of the institution. The Chancellor did not lose hope; he continued to put before them the specific needs of the University, and finally secured the confidence of William K. Vanderbilt, who over a period of years gave $1,500,000. In the campaign for $4,000,000 in 1925, the Vanderbilt family, including Frederick W., gave $750,000. The chief result of the Chancellor's long and patient cultivation was a bequest of the late Frederick W. Vanderbilt, the exact amount of which is not known as yet, but which will doubtless be substantial.

Even larger funds came from the great educational foundations, and especially from the General Education Board over a period of twenty-five years. The Chancellor was the personal friend of the officers of these Boards; they often visited him and he them. They were particularly impressed with his financial ability and with his power of stating in definite form what he needed. They knew that whatever funds were given to him would be handled expertly and wisely.

Perhaps the story of how the first large funds were given to the Medical School, as told by Professor Thomas S. Cullen of Johns Hopkins, will give better than anything that I might say the way in which the decision was made that Vanderbilt was the best institution in the South at which to establish a great medical center:

> A number of years ago, the late Wallace Buttrick was visiting me. We spoke of Dr. Kirkland and of the medical school at Vanderbilt. I suggested that the Chancellor come to Baltimore. Dr. Buttrick replied, "Let me speak to Abraham Flexner" (who at that time was a patient at the Johns Hopkins Hospital). That evening, Dr. Buttrick said, "Cullen, that is a capital idea." I handed Dr. Buttrick a pad and pencil and asked him to write out a telegram to Dr. Kirkland. He replied, "Do it yourself." My telegram was, "Come to Baltimore at once." Dr. Kirkland wired back, "Is it about my health?" (He had not been feeling well for a few weeks). I replied immediately, "No, it is about your medical school." He left Nashville by the next train.
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> A day or two after his arrival I gave an informal dinner to Dr. Kirkland at the Maryland Club. At this dinner were Dr. Goodnow, then President of the Johns Hopkins University, Dr. Wallace Buttrick, Dr. Abraham Flexner, Dr. Wickliffe Rose, the President of West China University, and the heads of the various departments of the Johns Hopkins Medical School.

After dinner there was a brilliant discussion as to which city was the logical gateway to the South and the strategic location for a large medical school. It soon became evident that Nashville was the choice of locations and that Vanderbilt Medical School was the logical school to take the lead.

I wish you had seen the quiet dignity of that educational statesman of yours. He never said a word, but his silence was eloquent and his keen pleasure at the turn of events was evident.

A couple of days later Drs. Buttrick and Flexner, when at the station and just leaving for New York, turned to me and said, "Tom, the General Education Board will pay for that dinner." I replied, "Not on your life; that dinner made history." You know the rest. How wisely the Chancellor and his brilliant medical faculty have used the "talents" given them by the General Education Board, and what a wonderful future you have before you!

To understand what these large gifts meant, one must go back a bit in this story. The increasing requirements of the Association of American Medical Colleges and the epoch-making report of Mr. Abraham Flexner on medical education in the United States (1910), as well as the Chancellor's own recognition of deficiencies and possibilities, brought matters to a crisis. In 1912 it seemed that the Medical School might have to be abandoned because of the lack of adequate resources. In May, 1913, however, Andrew Carnegie, on the advice of Dr. Henry S. Pritchett, gave $1,000,000—$200,000 of which was to be used for a laboratory building and the remainder for endowment. This was the beginning of the establishment of the Medical School upon an adequate basis. The Medical School of the University of Nashville was discontinued, and that of the University of Tennessee was moved to Memphis, and thus the basis laid for the development of one institution in Nashville. Mr. Flexner remained closely in touch with the situation, and when another crisis came that made possible and even probable the closing of the school, he and Dr. Wallace Buttrick recommended to the General Education Board a gift of $4,000,000. They had become convinced that Vanderbilt, under the leadership of the Chancellor, was the best opportunity for the development of a real medical center. It was then decided to move the institution from South Nashville to the Vanderbilt campus. This was made possible by an additional appropriation of $3,000,000, divided between the General Education Board and the Carnegie Corporation. Later the General Education Board capitalized special grants that had been given annually for particular phases of medical work by appropriating $5,500,000. The last gift was announced in 1935—$2,500,000 for an addition to the Vanderbilt Hospital and for further endowment, making a total of $16,000,000.

This in brief outline is the story of the growth of what is now one of the real first-grade medical institutions in the country. It could only have come about by the confidence of the officers of educational foundations in the executive ability of Chancellor Kirkland and in recognition of the long fight that he had made for the highest educational standards.

The year 1925 was one of the crowning points in the Chancellor's life. The medical buildings had been finished, and in addition Alumni Memorial Hall and Neely Auditorium. With great thoroughness and devotion he worked out a program for the celebration of the fiftieth anniversary of the University. It is safe to say that no more important academic celebration was held during that year in this country. From the standpoint of topics discussed, the prominence of the leaders, and the representative nature of the delegates, it was a great tribute to Vanderbilt and its Chancellor. In his anniversary address he reviewed the history of the University and then quickly turned to the future, outlining the needs for the improvement of the College of Arts and Science—the development of the physical and social sciences, the increase in salaries of teachers, the pressing problem of the education of women, and above all, the need for improved facilities for graduate work. He was determined that the college should not be overshadowed. In conclusion he said:

> Vanderbilt University faces the future with confidence. If it was possible to survive the barrenness of our first twenty-five years, we ought not to fear any future trials. As we have shared the limitations and poverty of the South, so we hope to share in her growing prosperity. We must contribute to her material development . . . but better than this, the colleges and universities of the South must preserve her spiritual and intellectual ideals and the old traditions of public service. We must stimulate a broad culture, scientific habits of thought, and scholarly attainments. The answer to the episode at Dayton is the building of new laboratories on the Vanderbilt campus for the teaching of science. The remedy for a narrow sectarianism and a belligerent fundamentalism is the establishment on this campus of a School of Religion illustrating in its methods and in its organization the strength of a common faith and the glory of a universal worship.

Nor were these mere words, for he went immediately into the organization of a campaign for $4,000,000, that would lead to at least some of these new accomplishments. Most men would have felt they had done enough, but with all the enthusiasm of youth and the wisdom of experience he entered upon what was to be perhaps his greatest single achievement. The Rockefeller and Carnegie boards and the Vanderbilt family gave more than half the amount, but there was still the problem of arousing the trustees, the alumni, and the city of Nashville to the great responsibility and opportunity. He had for years prepared the way by telling the alumni year in and year out that they must show their loyalty not in words but in deeds. He had repeatedly attempted to educate Nashville to a sense of responsibility for the University. Now came the fruitage of years of preparation and toil. He mapped every detail of the campaign; he addressed audiences in all parts of the South with more than usual force; he talked with men face to face. The alumni pledged nearly half a million dollars, and the citizens of Nashville a like amount. After four years he was able to announce that the full amount had been not only pledged but paid, and he

could begin the development of these new phases of university life—the erection of three new buildings for the uses of the departments of biology, geology and physics, and the social sciences. A large number of men were added to the teaching staff, and salaries were increased. The fear that the Medical School would monopolize the funds and the interests of the University were dispelled. Another crisis had been met.

In 1933 a celebration was held in honor of the Chancellor's forty years of service. It is rare that a man in his lifetime can hear and receive such tributes of praise. In addition to the large audience that assembled to do him honor, letters were read from more than three hundred leaders of American life and thought. These letters were presented to him bound in a volume of rare beauty. Among the tributes none expressed better his services to Vanderbilt, to the South, and to the nation than those from President Prichett of the Carnegie Corporation and President Angell of Yale already quoted.

As on other occasions the Chancellor struck the note of the future rather than the past. His injunction to President Tigert, who spoke for the alumni, was "to tell them to forget me, and think only of the University." There are too many tasks to be accomplished to spend any time in celebrating an individual, he insisted. Most men would have said it was time to quit, but he again sounded the note for a new charge. Vanderbilt still needed above all else an adequate library. When two years later he resigned, the trustees and faculty urged him to continue. "Well, then," he said, to the Committee on Educational Policy, " we must find my successor and bring him here to be the dean of the senior college and graduate school, so that he may work with me and learn the nature of our problems." After several months of careful deliberation, he and the committee decided that the best man was the present Chancellor of the University. Not the least contribution made to the University was in the choice and the training of his successor. The happiest and most triumphant day of his life was when Dr. Carmichael was inaugurated chancellor under particularly impressive and inspiring circumstances. It was fitting that the Chancellor Emeritus should preside. Never did he display to better advantage the alertness of his mind, his brilliant humor, his power of characterization, and withal his devotion to the University. Throughout all the speeches that were made rang the note of congratulation to the new chancellor, but also of gratitude, admiration, and affection for the old chancellor.

Nor did he cease his labors these last two years. As chairman of the committee charged with responsibility of completing the million-dollar addition to the Medical School, as chairman of the Executive Committee of the Board of Trust, he continued to be of great help to Chancellor Carmichael. The relationship between the two men during that transition from the old order to the new is one of the most beautiful I have ever seen. At

the meeting of the Board of Trust last June, when Chancellor Carmichael projected a campaign for $9,000,000, Dr. Kirkland said—and these were the last words addressed to a University group:

> "In taking now a positive stand, we say that we intend to live now in the light of new needs, in the light of a larger call, in the light of a University development that covers the next ten years. We are announcing a plan and program for that greater institution that is on our hearts, and to which we have all been contributing our lives."

What more need be said?

Robert Burwell Fulton: Chancellor of the University of Mississippi, 1892-1906*

By Alfred Hume
Chancellor Emeritus, University of Mississippi

Dr. R. B. Fulton was born in Sumter County, Alabama, in April, 1849. His father was a successful planter, who believed in giving his sons the best educational opportunities. Dr. Fulton was taught at home until in his thirteenth year he entered an academy at Pleasant Ridge, Greene County, Alabama, where he studied three years until the spring of 1865. In 1865-66 he studied in the private school of Rev. C. M. Hutton and in the fall of 1866 entered the Sophomore class in the University of Mississippi. In 1869 he graduated with the highest rank and first honors in an unusually strong class of twenty men, half of whom had been soldiers in the Confederate Army, nine of whom became ministers of the gospel, and all of whom served their day and generation well.

After an experience of a session and a half in teaching in high schools in Alabama and in New Orleans, he was offered the place of Assistant Professor of Physics and Astronomy in the University of Mississippi, and entered upon the duties of this position March 5, 1871.

Probably no other man did so much for the improvement and expansion of his Alma Mater, and, through it, for the elevation of educational standards and ideals throughout the state. He served the University of Mississippi continuously from 1871 to the time of his resignation in 1906, giving the longest period of service of any man ever connected with the institution up to that time. Becoming assistant professor of Physics and Astronomy in 1871 and adjunct professor in 1873, he was advanced to a full professorship in 1875, and became Chancellor in 1892. That his service during these years was uniformly successful is shown by the fact that it was rendered under various administrations and varying conditions, and that it led to repeated promotion. A former professor in the University expressed what is generally known of Chancellor Fulton when he wrote that "with a long term of service ranging from tutorship to chancellorship, no man knows the institution so thoroughly as he, or has labored longer or more successfully for its upbuilding."

Of the more important events and lines of progress that characterized his administration the following may be cited: (1) the abolishing of preparatory classes in 1892; (2) the inauguration in 1893 of summer terms that drew altogether over 2,000 individual teachers to the University; (3)

* This welcome sketch of Chancellor Fulton, the second president of the Southern Association (1896-1897), was contributed voluntarily by Dr. Hume the same day President Jack acceded to the request to write the sketch of Chancellor Kirkland.—Editor.

the securing from Congress, by his own initiative and efforts, of a grant of 23,040 acres of valuable pine land for the University in 1894, which added $10,000 to the annual revenues of the University and opened the way to other grants to the other colleges of the State, these grants putting more than $600,000 into the State Treasury for the benefit of these institutions; (4) the development of a system of public and other high schools affiliated with the University, numbering over 80, in which preparation for University classes was given; (5) the enlargement and beautifying of the University grounds, the introduction of waterworks, sewerage, electric lights, steam heating; (6) the repairing of old and the erection of new buildings, and the increase of scientific equipment that more than doubled the value of the plant; (7) the enlargement from a college to a university curriculum by the establishment of departments of Engineering (Civil, Mining, and Electrical), Education, and Medicine. The corps of instructors and the number of students were both more than doubled while the total revenues of the University were increased more than one hundred per cent, with other funds in hand for new buildings to be erected. Besides these improvements he had, after obtaining the written approval of a majority of the Board of Trustees, secured in 1905 the offer of a handsome library from Mr. Andrew Carnegie—an offer, however, which was afterwards declined by the Board. He secured from individual friends, in and out of the State, funds for the summer school, and for prizes and current needs of the institution.

This remarkable widening of scholastic opportunities, this expansion into a University with professional schools, this large increase in endowment, in buildings, equipment, faculty, and students—all of these developments gave the University still higher rank and standing, causing it to command the respect and confidence of other institutions throughout the country.

Chancellor Fulton possessed a combination of qualities—scholarship, leadership, tireless energy, initiative, genius for details, patience, and practical wisdom—rarely found in so large a measure in any one man, which gave him peculiar fitness for the position which he honored and adorned. He displayed signal ability in dealing with the important, the difficult and delicate tasks, which filled the years of his administration. One who was long actively associated with him in the University of Mississippi characterizes him as "scholarly, yet practical; versatile, yet accurate, energetic, tactful, and systematic."

Chancellor Fulton was thrice honored with the degree of Doctor of Laws, holding this honor from the University of Nashville, South Carolina College, and the University of Alabama. Dr. Fulton was prominent in educational work, in and out of the state. He took the initiative in organizing the National Association of State Universities, including the presidents of forty State Universities, and was for five successive years elected president

of the Association, which at its meeting in November, 1905, had the presidents of thirty-nine State Universities present. He was president of the Richmond meeting of the Southern Educational Association, and was president of the Department of Higher Education of the National Education Association at its Los Angeles Meeting. He was a member of a number of scientific societies and a fellow, by election, of the American Association for the Advancement of Science. He was an elder in the Presbyterian Church and represented his church on several occasions in the General Assembly and in the Pan-Presbyterian Alliance. He was for years a member of the executive committee of the Mississippi Historical Society and a trustee of the Department of Archives and History, and was an active member of the state commission in charge of the geological survey of Mississippi.

It is a matter of special interest that, under Chancellor Fulton's leadership, the University of Mississippi was one of the six charter members of the Association of Colleges and Secondary Schools of the Southern States. He was its second president, 1896-97, and for six years he was a member of its executive committee. The seventh annual meeting of the Association was held on the campus of the University of Mississippi, 1901-02.

Without bias or prejudice in his administration, he strove to be just to all, and was ever the friend of the poor boy struggling for an education. The Alumni Loan Fund was founded at his instance. Still in full vigor, he took up in 1906 the administration of the affairs of the noted Miller School in Virginia, founded for a class of boys who had always had his interest and sympathy. Failing health compelled him to retire from active service a little more than a year before his death, which occurred in Washington, D. C., May 29, 1919. His body lies buried in the Oxford cemetery, not far from the campus which he loved so well and near the graves of L. Q. C. Lamar and Augustus B. Longstreet, both of whom had been prominently connected with the University of Mississippi, Longstreet as president and Lamar as a professor, first of philosophy and later of law.

That Chancellor Fulton had to face and overcome many difficulties in his great work at the University of Mississippi goes without saying. His deep and abiding interest in the main purpose of his work, the advancement of the University of Mississippi in all that makes for the uplift of the State, left no place in his mind for bitterness toward any who differed with him or strove against his work. No change of affairs can mar the record of his achievements for his Alma Mater, every blade of grass and every stone on whose grounds, as well as every person connected with her, he seemed to love.

Growth and Progress in Greenville High School, North Carolina

By V. M. Mulholland
Principal of High School, Greenville, North Carolina

What Greenville High School is attempting to do may be partially appreciated if one considers school objectives from the point of view of students, teachers, and administration. Article two of the constitution of the Student Coöperative Association, for example, reads:

The purpose of the organization shall be

1. To develop a democratic school spirit, a loyalty, and a sense of responsibility in all school affairs;
2. To advance mutual respect between faculty and students and to promote their coöperative efforts for school betterment;
3. To encourage all worthy school organizations and activities;
4. To initiate and foster any project which will advance the good of the school.

Another student endeavor, the school newspaper, early summarized its basic philosophy in a slogan, which remains as yet the motivating principle behind all journalistic work. It follows: "*Green Lights*, published tri-weekly by the students of Greenville High School in the interest of a progressive and democratic school life." Some might object to the "blah-blah" indefiniteness of "progressive" and "democratic," but Greenville students, especially the staff of the paper, have no doubts as to what these terms mean relative to the general school policy. Incidentally, each of these terms is constantly being evaluated and redefined by thoughtful students.

Let us imagine that such student purposes as stated above are clear, definite, and genuine. The staff of Greenville High School likewise has made clear its position in the total set-up. Only last week a committee on objectives presented a summary organization of what the faculty had discussed at a number of professional meetings last year and this. Among the eleven items submitted, each of which was agreed upon as being worthy of definite attack by the staff as a whole, appears no mention of the accumulation of subject-matter facts. Doubtless the medium of subject matter is assumed a satisfactory one in effecting many of these objectives, yet as an end in itself no staff member was willing for it to be mentioned. First in the list of objectives are these:

1. To develop within the student a feeling of group responsibility, instead of self-interest, by emphasizing civic reliability, social consciousness, tolerance for the ideas of other people, and respect for authority;

2. To encourage original, independent thinking and the ability to form tentative judgments;

3. To create within the student a desire to explore, interpret, and use data in the areas of his interests.

Eight other purposes follow, each of which is aimed at developing the total personality of the student. No one of the eleven items is original, and no one is copyrighted by Greenville High School. A significant observation, however, is that the faculty is largely agreed on these purposes and goals; and that through general staff meetings, grade level meetings, and committee meetings the staff is constantly evaluating its techniques of procedure.

The administration may speak directly through brief articles appearing in the current student handbook. Mr. J. H. Rose, superintendent of the Greenville City School since 1920, states:

> Those of us who are attempting to give direction to the school program in Greenville believe that the chief function of education is to make people happier.
>
> We further believe that real happiness comes only with the full development of one's powers, and that with the full development of one's powers there follows the ability to think straight and the ability to recognize the difference between right and wrong.
>
> We do not want a soft educational program. Already there are too many soft spots in the scheme of things in the modern world.
>
> We want our educational program in Greenville to make people unafraid of the hard spots in life.

And in an article entitled "Our High School," V. M. Mulholland, principal, says:

> Greenville High School hopes through its direct training and through its indirect influences to satisfy the needs of its students. To this end considerable flexibility is practiced in dealing with individual students; yet standards of excellence are encouraged in scholarship, in leadership qualities, and in personality development.
>
> Cognizant of the value of a well-rounded growth in each student, the school emphasizes qualities of courtesy, fair play, adaptability, and friendliness along with scholarship and the ability to think critically and fairly. Classroom activities, assembly programs, extracurricular endeavors—all of these are planned with the idea of student participation and growth along well-conceived and well-directed lines.
>
> In such a program the student is an all-important factor. Together with the teacher, work is planned and carried out, whether the task be easy or difficult. In such a program student ideas and suggestions are respected and welcomed. The teacher attempts to guide wisely through classroom teaching, through private conferences, and through friendly associations. In such a program each individual is an important entity and is continually encouraged to do and to be his best.
>
> Students are judged not by means of formal grades, but in terms of ability and accomplishment, in scholarship, effort, adaptability, coöperativeness, promptness, and dependability.
>
> The administration and teaching staff are determined that Greenville High School shall exist for the students, that their welfare shall ever be our objective. We believe that in such a set-up intellectually tough jobs can be accomplished by students who are emotionally happy.

Thus have students, teachers, and the administration spoken on varying occasions. Yet more often they speak and act *together*. It is not unusual, for example, for a class to plan a unit of work *together*. The hurry-let's-get-going feeling is all but forgotten as teachers and pupils examine their needs and interests together and as they plan to satisfy these. No effort is made to eliminate student participation in formulating classroom procedures, subject-matter objectives, or school objectives. The end of the second week of school, for example, found a class in "Youth Problems" still formulating its objectives and working on course content. A majority of the present staff seems eager to encourage this way of working together, realizing apparently that any effective guidance throughout the year depends on satisfactory human understandings--an understanding of what is to be done and an understanding of the why of doing it. Time spent in learning pupils and in making this adjustment, we feel, is infinitely worthwhile. For a teacher to plug away indiscriminately at subject matter before learning his students and before examining their needs and their interests is likely to guarantee for oneself an uninteresting and fruitless year, and for the average student an amassing of unusable information.

Not only in the classroom does coöperation of this sort take place, but in open forums, held weekly in each homeroom, and occasionally in assembly, when the issue warrants larger group discussions. Further indication of such harmonious working together exists in the student council and in the many faculty-student committees, the atmosphere of which is charged with enthusiastic tolerance.

One staff member who has been in the system about twenty years had this to say in a recent article entitled, "The Old Order Changeth":

> . . . Perhaps the most outstanding result of this march of progress has been the wonderful spirit of coöperation which has grown up between teachers and the student body. The barriers, which for many years held the student at arm's length from the teachers, have disappeared. There are no Mark Hopkins' among the faculty now. Dictations have no place in the school system.

One year ago this month a newcomer from Texas and a new student from Western North Carolina collaborated on an article for the school newspaper. Unsolicited, the article included this observation: ". . . The thing that has impressed us most as we have gradually acclimated ourselves to our new school home is the fact that the students have a large part in forming the policies of the school. . . . During our several weeks here in school we have found it easy to coöperate both with the teachers and the student body because they have done everything in their power to help make school life more meaningful and enjoyable for everyone."

From two progress reports are taken these comments by students as further evidence of teacher-pupil coöperation: "I enjoy music very much and have learned a lot. I also like the coöperation of the teacher with the

class" ; and "Science work is most interesting to me. I think this is largely true because we have a choice in what we want to study or investigate."

Three years ago was organized the Student Coöperative Association, whose enthusiasm for bettering the school has always been obvious. Outstanding achievements sponsored by the group have included the operation of a student store, the formation of an athletic council, the establishment of a school bank, the abolition of examinations in favor of functional quizzes, and the conducting of student forums. Numerous other endeavors have likewise been effected by the group. The association, along with the school paper, has vigorously campaigned for additional athletics and for a new school plant. Totally impressive has been the record of the student association in coöperative planning.

In recent years another type of growth has also been obvious : the addition of a number of new courses to the curriculum and the addition of a number of faculty members to the school set-up. Whereas from 1903 to 1910 only four subjects were offered in the high school, English, Latin, mathematics, and history, there are now fifty-three courses available to Greenville High School students. It might be interesting to notice that science was included in the curriculum for the first time in 1910. Greenville's first public high school, established in 1903, had five teachers ; today the staff, including superintendent and a teaching-principal, numbers twenty-nine, fifteen of whom have their master's degrees. Until 1912 the school system included ten grades ; at this time, however, the eleventh grade was added and in 1936 the local system was organized on a twelve-year basis, with a 6-3-3 set-up. Graduating in 1940, however, will be the first class for whom twelve years have been compulsory.

In the early days of Greenville High School the school year varied from six to nine months, depending on how much the county could allot the school for operation. Now, supported by the state and the city, the school is open for nine months. Only once during the lean years did the Greenville schools shorten their term, and then for only two weeks. In 1906 there were approximately 300 students enrolled in the white schools of Greenville, whereas this year there are over 1,600 white students. In recent years the graduating class has numbered from 85 to 115, with sixty to seventy per cent going to college each year. It is with considerable pride that the school now reviews twenty-two years of continuous membership in the Southern Association of Secondary Schools and Colleges. Since 1917 Greenville High School has been in good standing with the Association.

Of the fifty-three courses available to high school students, music and homemaking were added to the curriculum in the early twenties ; commercial subjects and art were added between 1923 and 1930. Since 1930 have been added chemistry, industrial arts, journalism, physical education, world problems, advanced algebra, economics and sociology, third-year home-

making, dramatics one and two, advanced shorthand, advanced typing, youth problems, and diversified occupations. A course in general language offered in 1938-1939 was abandoned this year.

Required courses in the seventh and eighth grades are English, mathematics, and natural science; social science is required of seventh-graders. Electives include music, homemaking, art, woodwork, mechanical drawing, and physical education; social science is an elective in the eighth grade. In the ninth grade English and mathematics are required; besides the electives mentioned above junior business training, biology, and Latin are offered in the ninth grade. In the tenth grade English is the only required course; electives include, besides those already mentioned, dramatics, plane geometry, bookkeeping, world history, economic geography, music, journalism, second-year homemaking, advanced biology, and second-year Latin. In the eleventh grade English and American history are required; electives are dramatics or advanced dramatics, solid geometry and trigonometry, advanced algebra, physics, chemistry, journalism, modern history, economics and sociology, first- or second-year French, typing, shorthand, bookkeeping, music, second- or third-year art, woodwork, mechanical drawing, physical education, and youth problems. In the twelfth grade English is the only requirement; electives are the same as those in the eleventh grade except that twelfth graders may take advanced shorthand and advanced typing.

Though much freedom is permissible in choice of subjects, considerable guidance is evidenced in aiding students to plan each year's work wisely. Early in the student's high school career college-entrance requirements, which are included in the student handbook, are studied carefully. Conferences with teachers, parents, and principal always supplement the handbook and catalogues.

Among the electives commercial subjects and music rank high, with approximately 250 students enrolled in each department. Homemaking has over 150 students; plane geometry, nearly 100 students; dramatics, over 50; and journalism. exactly 40. More than 100 students take private music lessons.

For two years a descriptive evaluation of a student's work has been used in Greenville High School. This progress report assumes, first of all, that things other than subject matter are significant. Grades no longer represent how many facts have been temporarily mastered or crammed, but rather how efficiently a student works on any problem at hand in relation to his ability.

The school assumes, among other things, that it is important to know how much effort a student expends, how well he adjusts himself to the group, how prompt, thorough, and accurate he is, how well he thinks, how much he depends on others, and how courteous he is. Each of these phases of a

student's personality is in the process of development or retardation while he is in school. Capable advisers, it seems, should be able to comment wisely on these aspects of a student's growth or lack of it as well as on his mastery of text-book information. At no stage in our thinking, however, have we minimized the value of factual information or the worthwhileness of text-books. The staff, on the other hand, has constantly emphasized the necessity for functional learning, and the necessity for developing democratic ways of working and thinking. The shifting of emphasis has, it seems to us, more nearly placed facts for facts' sake where they belong. The "report of progress" now in use is evidence of this philosophy of grades.

The form recommended, adopted, and used last year is in four sections and was distributed every twelve weeks. Page one is divided into two parts: "Course Content and Objectives" and "Pupil Development and Achievement." Under the first division is given a description of what is being done in the course and reasons for doing it. The teacher's evaluation is given under the second heading. This evaluation is no longer in terms of mere numerals but is a word-picture which includes many phases of the student's development. Page two of the progress report has two parts also: "Opportunity for Parent Comment" and "Opportunity for Student Comment." Under the former is printed, "Please give any information concerning pupil's progress, lack of progress, personality, study habits, physical condition, attitude, or any other factor which may be helpful to the teacher." Under the second is printed, "Please give any information about your own progress, difficulties, need for help, or suggestion for improving the course which may be helpful to the teacher." Most obvious among the desirable outcomes of this progress report were:

1. Grade-consciousness vanished immeasurably during the year along with undesirable competition;

2. More pupil-teacher planning and pupil-teacher evaluation resulted because of the motives which prompted the progress report;

3. More genuine interest on the part of students in work being done and in means of accomplishing tasks was in evidence;

4. More genuine interest on the part of parents in the student's total personality and in the general program of the school was apparent.

The flexibility of this progress report gives it infinite possibilities. Plans for vitalizing each phase of the report this year should make it a helpful medium in increasing student participation in planning and in evaluation; in tying the community and school together; and in the subtle area of guidance.

In the realm of so-called extracurricular activities are found seven sports, a debating club, an international correspondence club, a monogram club, a French club, a safety patrol, an honorary dramatic group, a radio club, a museum club, a library club, the student council, a girl scout organization,

a national scholastic honor society, and an international society for superior journalists. In no wise are the activities involved in these organizations considered superfluous, yet many of them are carried on outside the classroom. A vital issue with students, teachers and parents at the present is this: to what extent should such worthwhile "extras" be absorbed in the various classes?

The fact that Greenville High School has been the training school for East Carolina Teachers College since 1924 has enriched immeasurably the teaching possibilities within the high school itself. Not only is student teaching done in Greenville High School, but all activities of the school are shared in by the student teachers. The advantages far outweigh the disadvantages. Greenville students graduate with exceptional experiences in adapting themselves to many teachers and seem to profit by such training when they reach college.

In recent years the school has received particular recognition in competitive athletics, dramatics, music, debating, and journalism; yet the school is not certain that such competition is wholesome. In journalism, *Green Lights* has been a first-place paper for three years in the Columbia Scholastic Press Association; a first-class paper in the National Scholastic Press Association for two years, and an all-American paper for 1938-1939; a cup-winner in the Southern Interscholastic Press Association for two years; and an international first-place publication in Quill and Scroll for three years. In Safety Patrol work the school was outstanding last year, having sponsored the first North Carolina safety patrol convention. In addition the patrol carried out its regular duties daily.

In 1938 a definite responsibility and honor came to Greenville High School when the school was selected as one of the thirty-three Southern schools chosen to participate in the Southern Association Study. "The principal criteria used in the selection of schools were evidences of leadership, adequate facilities, willingness to assume the responsibilities of participation in the study, type of school, and geographical location." Four Greenville representatives attended the first workshop held at Vanderbilt during the summer of 1938, and last summer seven teachers attended the workshop at Chapel Hill.

Primary problems which the Greenville representatives worked on during the summer included inter-teacher coöperation and planning, wiser utilization of the activity period for larger numbers, improvement of the student-teaching set-up, maintaining community interests, and improving the possible services of a new and elastic progress report. That these problems are vital is indicated by the fact that staff committees have been working diligently and effectively on each one of the problems since school opened.

Other things which the school is thinking about are a program of general practical science for junior and senior high students to replace biology,

physics, and chemistry; the possibilities of de-emphasizing departmentalization and de-formalizing schedules; the advisability of departing from the unit method of teaching in order to allow for the solution of many individual problems within the group; the advisability of additional integration; and the possibilities whereby the school may become more and more vital in the life of the community.

Throughout the school is the feeling that the school exists for the students, that freedom is for doing something fine rather than release from an undesirable activity, that scholarship is significant but no more so than the development of satisfactory human relationships, that standards of work should ever be high, that work should afford pleasure, and that all of the student's school experiences, assigned or optional, should tend to fit him for a happy and useful life. The staff believes that these goals are attainable when students become aware of the possibilities of such a school and when teachers possess a deep emotional feeling for learning students better.

Kentucky Female Orphan School

By Lucy Peterson
Superintendent, Kentucky Female Orphan School, Midway, Kentucky

The first conception of the Kentucky Female Orphan School was in the mind of Lewis Letig Pinkerton, a young physician, evangelist, and educator. His activities as an evangelist led him into many different localities in Kentucky—to communities where wealth and culture abounded, to remote regions where want, deprivations, and ignorance were largely the common lot. His sympathies went out to all, but particularly did the plight of the orphan girl appeal to him. Of her lack of educational opportunities and advantages he was well aware. His experienced and prophetic mind readily foresaw the immediate and steadily increasing demand for trained women teachers. As he sensed the full scope and possibilities of the picture taking form in his mind, he soon beheld in its final conception a benefaction which would be at once a gift of great price to its wards. He would clothe and feed and educate the orphan girl and through her open the door of learning to the children of the poor. This project was discussed with many of his friends, and many promised their hearty coöperation. The first public announcement of the purpose to establish a school for orphan girls—doubtless the first institution exactly of its nature in America, perhaps in the world—Alexander Campbell published in his magazine, *The Millennial Harbinger*. The article stated that the school to be established was not an "orphanage" or an "orphan asylum," but a school for orphan girls equal in dignity and in its prescribed course of study to "any seminary of learning or academy within the state." These plans were formulated in 1845, and the charter was granted in 1847, the school to be known as the Kentucky Female Orphan School. Midway was chosen as the location for the school because it was situated in a community of people who, Dr. Pinkerton believed, would respond immediately to the appeals of such an institution.

It is a noteworthy fact that the school quickly entered upon its destined and three-fold purpose of "clothing, feeding, and educating orphan girls, making them self-supporting, and creating a supply of efficient teachers for subscription and public schools." The outline of the plan for the management contained the following: "The purpose of the Kentucky Female Orphan School is to afford the orphan girl the most extensive and valuable education that can be possibly acquired within a few years. This education will be directed to four subjects:

1. The development and coördination of the moral constitution;
2. The improvement of the intellectual powers;
3. The development of the physical system;
4. Such a direction of all the capabilities and attainments of the pupils

as will afford them the best prospects of a livelihood in the useful and honorable employment of the acquirements.

The course of study shall be as liberal as possible, embracing, in addition to the ordinary studies, physical science, natural history and the instruction in Sacred History and Literature."

The school was opened October 3, 1849. Fourteen pupils were present with one teacher. The ages of this first enrollment of pupils ranged from three to fifteen years. Four of the girls did not know the alphabet, and one of them, ten years old, could not count up to twelve. Only one of these first pupils, thirteen years of age, had previously received any schooling worthy of the term. She "could read very well and had studied geography."

The school began with a few wooden buildings, whose cost was about $3,500, and a campus of five acres. At the beginning of the Civil War the enrollment had increased to fifty-five. At the close of the war there was a revival of activity for admission of orphan girls to the school and the attic had to be prepared for use as sleeping quarters. Rooms designed to accommodate from two to four were crowded with six or eight.

From the beginning of the school, care was taken to record the manifest characteristics of the pupils and the progress they made after entering. Examples of entries in the register, as recorded in the '50's, read something like this:

Martha Jane ——— was "wild and rather hard to govern, but very promising notwithstanding. She will make a fine scholar if she perseveres."

Sarah ——— "read and spelled a little, very careless in her dress and negligent of duty; fond of play, yet sprightly and of good capacity. She does better in the schoolroom than in the house. Sings well."

Eliza Jane ——— "reads well; has studied geography and arithmetic some; rather sprightly, cynical, complaining, fault-finding and given to tattling. She gets her lessons better than she discharges her domestic duties."

One is tempted to observe that, all circumstances considered, these were about average girls and amid the distractions of a more modern environment would not have been rated as particularly sub-normal.

In the eighty-nine years of the existence of the school there have been only eight heads, and more than one thousand girls have been graduated. In the earlier years most of the graduates, according to the plan of the school, found employment as teachers. Later, as opportunity offered, they entered other positions open to women. Their fields of work have been from above the Arctic Circle to far southern Peru, and in our own country, from Maine to California. Some have been missionaries to China, Japan, India, and Africa.

For many years instruction was given by grades. Each teacher, regardless of special qualifications, was required to teach every subject in which

the pupils composing her grade were given instruction. In 1909 the change in method was made from the grade system to instruction by subjects.

In 1922 a proposition to change the name of the school was brought before the board. It was moved that the board take some definite steps in selecting a new name more in harmony with modern usages. The word "Kentucky," it was urged in the first place, was misleading. It tended to create the impression that the school was one of the group of charitable institutions supported by the Commonwealth when, as a matter of fact, the State made no contribution toward its maintenance. The word "female," it was insisted, was obsolete and unnecessary. The word "orphan" was the source of many objections. Arguments to the contrary were just as appealing. The most forceful opposition to the proposed change of name was based upon the theory that the principal appeal for the financial support which had come to the school from the beginning was that the school was established primarily for orphan girls. The elimination of the word "orphan" would in all probability destroy the most valuable asset in the hands of those who were seeking to extend the field of the school's operations. After much consideration at several meetings of the board, it was voted to change the name; but no satisfactory name was agreed upon. Formal change in the name has never been made.

In 1933 the school set up a plan whereby a group of teachers, called home teachers, have the task to work with the student in her home life (dormitory life), her social life, her recreational, and her religious activities. This was an effort to supervise and guide the girls more effectively in their leisure time. Each home-teacher works directly with from twenty-two to forty-five girls on her particular hall, where she lives with the students as counsellor, as a friend, and sometimes as a mother. Her work is to assist the girl as she strives at this period of adolescence to meet life wholesomely, an effort to help each girl upward to something finer.

The campus has grown from five acres to fifty-five acres; the wooden building to two dormitories, an academic building, a faculty house, and a heating and power plant. The fourteen girls are now two hundred and four, all boarders, and the staff numbers twenty-five.

The program of studies is divided into three courses—the college preparatory, the commercial course, and the home economics course. The minimum age is thirteen, and the grades from the eighth through the twelfth are offered. An advanced business course of one year is offered above the high school for those girls who desire to be business women.

Since all of the students spend their full time on the campus, there is a necessity for a varied extra-curriculum activity program and a well-developed social program. These activities are grouped into four classes:

Religious—Girl Reserves, Good-night Circle, Young People's Council, vespers;

Scholastic—radio, home economics, etiquette, hobby, international relations, photography, and the editing of a school paper;

Fine Arts—art club, dramatic club, orchestra, and glee club;

Athletics—tennis, hiking, basket ball, croquet, soccer, and other recreational clubs.

Each year a project is fostered by the student body. Last year it was a projector for visual education, as well as Saturday evening entertainment. This year it is "Community Interest." The staff and students help in every way they can for community betterment. Some type of entertainment is planned for each Saturday evening—a picture show in the auditorium, a play, a party, or a banquet.

The vision remains the same today as it did to the founders in 1849, that our girls be able to tackle life from every angle. We want them to love the finer things of life, but at the same time we want them to have the practical sense and training necessary to enable them to earn these finer things.

The Miami Beach High School

By Mrs. Grace C. Brown
Instructor in French, Miami Beach High School, Miami Beach, Florida

The story of the beginning and the growth of both the City of Miami Beach and of its public school system affords an interesting study in community and school achievement. Even a casual glance at the present beautiful and cosmopolitan city which is Miami Beach, Florida, or at its public school plant suggests that it is a far cry from such modern development back to the day when all of this began to emerge from a mangrove swamp. Actually the transition has taken but a few years, for in 1912 what is now a thriving young metropolis here on the extreme southeast coast of Florida was only a jungle wilderness across the bay to the east of Miami.

Visiting school experts have frequently commented on the variety of problems confronting the Beach schools, which draw students from all states of the union and from many foreign countries, to meet here in a veritable "melting pot" of pupil personnel. Coming from all types of schools, with every conceivable degree of background and preparation, the students may remain here in this tourist center one day or many months. The continuous task of the Beach schools is to pick up the multitudinous loose ends of the pupil's educational pattern, link them with our own curricular and extracurricular design, and without jeopardizing our own high academic standards, return the pupil to his home school without handicap resulting from the change. And it may be added that the Miami Beach public school enrollment rises nearly 250 per cent in the course of the year as the "season" moves toward its "peak."

The original nucleus of the present Miami Beach Public School System, which functions as a unit under the direction of a supervising principal, was a portion of what is now the Miami Beach Central Elementary School. In 1920 that school opened with an auditorium and six classrooms. covering grades one through eight. In 1925-26 the 9th grade was added, and in 1926 work was begun on the Ida M. Fisher High School building. Three years ago the latter structure was taken over for junior high work exclusively, as our PWA building program was nearing completion. This federal project included the following: a new Miami Beach Senior High School and gymnasium; the South Beach and the North Beach elementary schools, and additions to the Central Elementary School, the total project amounting to a cost of $600,000 not including equipment.

The Miami Beach Senior High School opened for occupancy September 1, 1936, in most welcome relief to the almost intolerably over-crowded condition prevailing the year before, when the Fisher building had to accommodate grades nine through twelve. Along with the other buildings in a

new and truly modern school plant, this high school will stand for many years to come as a fitting monument to the vision and wise leadership of the Board of Trustees and the supervising principal, to the generously school-minded patrons and other citizens of Miami Beach, and to the federal program of public works under the direction of which a dream became a reality.

The senior high building, somewhat in the shape of a huge "F," connects with the Fisher Junior High by means of two corridors. Both schools use the cafeteria, auditorium, and several special departments of the older structure and the study halls and library facilities of the new. Both share, also, the industrial arts and the home economics departments located in a two-story annex, erected about five years ago adjoining the Fisher structure.

The new building, the senior high, is of Italian Renaissance architecture and is built, cloister style, around patios. All rooms open on wide corridors, the latter being for the most part on the north and west sides of the buildings, thus affording maximum protection from rains, and permitting rooms the maximum window space on the east and south sides from which come the best light and ventilation. The roof is of tile. In keeping with the newer trend, the building is on the unit plan: each classroom consists of two units, with all windows in sets of three, permitting erection or removal of partitions as changing needs might dictate.

Combined with the Fisher structure, this portion of the Beach school plant extends two blocks running North and South, from 14th Street to Espanola Way, and one block from East to West, running from Pennsylvania Avenue to Drexel Avenue, with both junior and senior high buildings fronting on the latter street. It is three blocks from the Atlantic ocean and seven blocks from Biscayne Bay, in the most populous section of Miami Beach. The building is of reinforced concrete frame, tile walls and stucco, with a foundation resting on pre-cast, reinforced concrete pilings and caps. All floors are of masonite except in the chemistry laboratories, corridors and toilets, the latter of which are of tile, with white tile walls extending to the ceiling. The wide stairs have their steps of extra width and of low rise and are of poured concrete reinforced with cast-iron tread, with heavy iron handrails on both sides as added safety precaution. Radiators are installed and ready should the thermometer decide to take an uncomfortable drop. In more uninterrupted use, however, is the elaborate refrigerating plant giving circulating ice water to the several drinking fountains on each floor.

The school is equipped with a two-way radio system by which the announcer at the controls can speak to all or individual rooms and by which the teacher or pupil may reply without leaving his or her desk. Programs from either of the two national broadcasting systems or from local stations can be received in any room when there is a program of special interest to that class. Classes change, in their hour periods, to a musical note from the radio. All rooms are equipped with telephone and with electric clock

and signal system, and very special attention has been paid to ventilation and lighting. Desks in the rooms are of a new adjustable type, walnut finish, locker-equipped. All special departments, of course, have their own special type of equipment.

A recently constructed building on the high school grounds is the band rehearsal hall, containing in addition to the band room which is thirty-one feet by fifty-six feet, six private practice rooms, one instrument room, and one uniform room. The entire structure is soundproof and aircooled, one of the few buildings of its kind for school purposes in the country and the first of its kind in Florida.

Space will permit but a brief reference to the new high school gymnasium, part of the PWA project, built on Pennsylvania Avenue just across the street from the rear of the new high school. This is a one-story building composed of three units—the gymnasium proper, the girls' locker room and the boys' locker room. The girls' locker room wing includes the office, a private toilet, locker room, toilets, and a public toilet for women. The boys' locker room wing includes storage room for apparatus, locker-room, toilets, shower room, and a public toilet for men. The building rests on foundations of pre-cast reinforced concrete piles and caps. The superstructure is a combination of steel and reinforced concrete columns. The floor is 100 x 88 feet with locker room at each end. The basketball court is 84 x 50 feet, allowing for two cross-playing courts. There are bleachers on both sides with a seating capacity of 1,000.

Supplementing the many activities of the physical education department centering in the gymnasium, is the 45-acre tract of sports field and supervised playgrounds found in Flamingo Park nearby, operated under the recreation department of the City of Miami Beach and under the direction of experts. All these facilities the city has placed at the disposal of the schools, and use is made of them in an extensive program of sports and physical education.

In addition to a program including all the major sports, the high school has special teachers in charge of a supplementary program which offers interesting activities to students not participating in those major sports or in the physical education classes. These include afternoons spent in tennis, archery, hockey, golf, horseback riding and other activities, participation in which can be indulged in when the school years are over and gone.

The City of Miami Beach finances and the school plant houses a program of student health check-up that is complete in every detail. A clinic, staffed by competent nurses, makes daily and minute check on all in-coming students, with adequate follow-up work and the keeping of a complete card case history of each pupil. Despite the dangers always present in an international port city and tourist center, there has never been a major contagion in the public schools of Miami Beach.

Fourteen custodians look after the Beach public school plant, and they are welded into an organization that senses clearly its responsibilities. They have special uniforms, meet regularly, and undertake from time to time many new projects for the improvement of the school. To them must be given a very large share of credit for the successful functioning of this big plant.

As does each of the buildings in the system, the high school has an active Parent-Teacher organization operating a meals-at-cost cafeteria for the students and teachers. The PTA also supplements in innumerable ways the customary board budget for supplying the needs of the school.

Sidney H. Ellison, the supervising principal of the Miami Beach Public Schools, has some very definite ideas on what twelve years in school ought to do for a boy or girl of today. Conscientiously striving to prepare young people for some sort of organized and purposeful living in a world threatened with chaos, he believes that the twelve years of school do not exist simply to prepare students for college. More and more the program of the Beach schools is assuming a clearly-defined socialized trend, and both classroom and extracurricular activities are being interpreted and handled with less regard to theory or text-book formulae and more in terms of life as the boy and girl of today will have to live it. In the coming months of the present school year, in all phases of school activities, particularly in the senior high, much stress will be placed on the theme "Democracy"—what it means to live under the democratic form of government, how these democratic ideals may best be preserved, how the school can adequately prepare the citizens of tomorrow to cherish and preserve and go forward under democratic idealism. The Miami Beach High School hopes to make a real contribution to this idealism by injecting its teachings and applications into every phase of school life this coming year, wherever and whenever such applications can be made. The entire faculty seems to have caught this enlarged vision, and the present term appears to have started off with a new brand of enthusiasm and *esprit de corps*.

A large number of activities within the school are calculated to draw frequently and in large gatherings visitors and patrons, and to keep them "sold" on the school. An annual school "open house" has proved popular with patrons and teachers alike who welcome this opportunity for friendly conference and for displays in all the classrooms, with emphasis on the work of the special departments. The home economics department sponsors a series of teas and luncheons for various groups—officials, faculty members, and friends, but particularly for mothers of the girls of the classes in charge. "Gym night" was inaugurated last spring in the school's spacious gymnasium and visitors were given an opportunity to review in cross-section the entire sports and health education program. A large number of events are on the school's social calendar—an annual carnival which draws throngs

of "young and old" to swarm in the midway, school dances given in the "gym," the "senior breakfast," and a "junior-senior banquet and prom" are high-lights on the social calendar. Fashion-shows draw large numbers of patrons to see what the well-dressed high-school miss will wear and especially to marvel at her ability to make it herself. Being in a tourist center, the high school has had a long list of noted people among its visitors and speakers in the assemblies: Knute Rockne, Dr. Wellington Koo, Ellsworth Vines, Eddie Cantor, Rubinoff "and his violin," Jack Dempsey, and many others. In homeroom organizations and in the student council, as well as in the general assemblies, students learn to "stand on their own feet," think clearly, and express themselves effectively, to practice the actual operation of democratic government, and to become acquainted with adult leaders in the community. A large number of other activities—debating teams, dramatic societies, and clubs—afford the student a theatre for his own special talents and enable pupils to know leaders from the outside who have done outstanding service in many special fields.

Fortunately the Beach system has been kept in the soundest possible condition financially. Supported by a ten-mill levy in its own district (the school district and the city limits coincide) the Beach has not had to depend on state funds to keep in unimpaired operation; and this, coupled with sound business experience and common sense on the part of her level-headed school trustees, has through "fat" years and "lean" kept the Beach system always going forward with the slogan "Full steam ahead!"

And Miami Beach citizens subscribe whole-heartedly to the tenets set forth by the NEA that: "Your child's school is your ally. . . . A sound schooling is the richest legacy that you can leave him! . . . and what the school is today, *Democracy* will be tomorrow."

Waynesboro High School

By Mrs. Ethel Davies
Science Teacher, Waynesboro High School, Waynesboro, Virginia

The first high school building in Waynesboro was erected in 1906. Three years later Mr. A. C. Kimler took over the institution and guided its activities and progress for thirteen years. He was succeeded by Mr. D. P. Hurley, who in turn was followed by Mr. R. C. Jennings in 1927. Up to this time the school had made a slow but steady growth until in 1927-28 one hundred and sixty-six pupils were enrolled in the high school department.

The DuPont Rayon Company came to Waynesboro in 1930. Since that time, Waynesboro has become an industrial town, making rapid strides in growth. This industrial development gained further impetus by the coming of the Stehli Silk Mill, Crompton Shenandoah Company, chain stores, business firms, and the increased production of industrial plants already established. The resulting growth in population brought about a parallel increase in the high school enrollment. The following table shows this enrollment by years:

Year	Pupils Enrolled	Year	Pupils Enrolled
1927-28	166	1934-35	311
1928-29	170	1935-36	318
1929-30	227	1936-37	341
1930-31	222	1937-38	381
1931-32	240	1938-39	403
1932-33	269	1939	470
1933-34	300		

The commercial department, started in 1922 with a part-time commercial teacher, has expanded until approximately 130 pupils are enrolled in the business classes. Night classes are held in both industrial arts and commercial education to take care of adults who are interested in these phases of the work. The homemaking department was started also in 1922. The small classes beginning that year have expanded until today both boys and girls are offered this course under the instruction of two teachers, one of whom gives her full time to the work. A class of home economics in the seventh grade is being supervised by the high school department.

In 1930 when the state of Virginia made a three-year study of curriculum revision, several members of the Waynesboro school faculty were named and served on committees established to carry on this work. Since that time various teachers have spent their summers, whole, or in part, helping to develop the present tentative curriculum for eighth, ninth, and tenth

grades. Several experimental classes have been conducted and the curriculum has kept pace with changes made by the state. During the session of 1932-33 Waynesboro High School entered the Southern Association of Secondary schools and Colleges. In 1935 a course in Industrial Arts was added, one teacher giving his full time to this work, teaching five classes a day. This course now services other departments of the school and is being made available for girls as well as boys. In 1936 the school was chosen one of two hundred schools in the United States to enter the coöperative study of secondary school standards, working through a period of three years. This period of study has meant much to the school.

In 1937 a course in safety was introduced by a member of the faculty who made a special study of this work at Penn State College. Several driving classes were taught. Servicing this course the Highway Department furnished a dual-control automobile which was used for individual driving lessons. This course has developed into a general safety set-up which plans to service the entire school.

In 1938 several schools in the state organized classes for handicapped children. Waynesboro was one of the pioneers in this movement. One teacher especially trained for this work gives her full time to those pupils who have mental or speech defects.

In 1938 a class in diversified occupations was organized. The coöperation of business firms and industrial plants has made it possible for numbers of boys and girls to get practical knowledge and training for which they received both high school credit and compensation. Since this course largely follows the interest of the child, it has become very popular. The standards set by the employers have impressed the pupils with the importance of adequate preparation for life in the industrial world.

The high school in the fall of 1939 is providing for interests in the cultural fields by offering courses in music and art. Both art and music classes extend through the Junior High as well as the grade and primary departments. On the faculty there is a full-time school nurse whose duty is to head the school's health program. In 1935 a part-time physical education director for girls was employed. After three years the need has grown until this year, 1939, there is a full-time director for both boys and girls. Up until this year boys' physical education consisted mainly in activities directed by regular classroom teachers.

The high school is equipped with a public address system that is used generally for announcements and radio programs which are sent from the central office. The equipment makes it possible for the pupils to have training in radio speaking and dramatics. The new building has various education facilities, among them a movie machine, a large screen, projection lantern, and slides. This equipment can be used in the classrooms as well as in the auditorium.

In 1937, under the leadership of Superintendent R. C. Jennings, Waynesboro High School was chosen one of the three schools in the state to participate in the Southern Association study of secondary schools. As a result the program of study has been made much more flexible, the needs of children are being met better, subject-matter fields are being broken down, extensive guidance programs are being provided for, and generally the school is more adequately meeting its objectives, and carrying out its philosophy than it has heretofore.

This philosophy might be stated somewhat as follows :

The school is an agency of society for its perpetuation and recreation and exists primarily for the benefit of the boys and girls of the community it serves. Individuals differ in interests, abilities, attitudes, appreciations, and understandings. The educational program should recognize these differences and try to meet the needs of all pupils. Growth is a continuous process, and all learning comes through experience. The school, therefore, must offer and guide the pupil in a variety of experiences which will result not only in factual information, understanding, and abilities, but in desirable attitudes, appreciations, ideals, and intelligent participation in life activities.

The library should be the center of the educational life of the school. The teacher should be a guide and not a dictator. Guidance is concerned with the entire school program and pupil development is the concern of all teachers, and cannot be set off to itself.

The school can serve as a creative institution only as it succeeds in controlling through its curriculum experiences of learners so that cultivated, integrated, and individualized personalities are developed.

The objectives of the school should be :

1. To take the child from where he is to where he should go socially, mentally, physically, and morally—(a) to study the child's ability, needs, and interests, (b) to provide the proper environment, stimulation, and guidance for the development ;
2. To aid the child in finding his place in life, and (a) to place him where he can work happily and successfully ;
3. To teach good citizenship, giving emphasis to pupil participation and activities, including (a) training him in coöperative living and planning ;
4. To train for social efficiency, stressing attitudes and appreciations ;
5. To prepare and guide children for their future needs as well as their present needs—both (a) the non-college group and (b) the college group ;
6. To fit the curriculum to needs of the child, finding means, (a) to provide for individual differences through a flexible curriculum ;
7. To make the school a community center for the training and development of both youth and adults ;
8. To make use of the community resources and environment in the entire educational program ;
9. To teach children to think critically ;
10. To make guidance an integral part of the school program ;
11. To encourage activity and initiative ;
12. To teach an appreciation and regard for property through the care of equipment ; and
13. To stimulate a sense of sportsmanship and honesty in the pupil.

The Lee H. Edwards High School*

By W. H. Plemmons
Principal, Lee H. Edwards High School, Asheville, North Carolina

The legislature of North Carolina, meeting in 1867, passed a law with state-wide effect regarding education. It was not made mandatory but was left to the wishes of the people, which would be ascertained by the mayor, "intendent," or other chief officers of any city or incorporated town of the state. Such a school system would be supported by the corporation establishing it through its own taxation measures. Nothing on record shows that Asheville made any movement for educational advantages as a result of that law. However, in 1879, a bill was passed authorizing the town of Asheville to levy taxes for the support of graded public schools. This law provided that a petition signed by at least one hundred respectable citizens would be sufficient to cause the town officials to call for an election in which the will of the voters could be ascertained in regard to paying taxes for graded schools. Eight years passed before anything was done. In 1887 an election was held. It is generally agreed, and the superintendent's report for the year 1889-1890 seems to bear it out, that many who could best afford to pay special taxes opposed the measure most strongly. The wealthier classes apparently did not want to help support schools for the poor children. All hope for the acceptance of the tax seemed to be about lost, when the Honorable Richmond Pearson, a large property owner and influential citizen, also one-time Congressman, began an active campaign among the Negroes. He assured them that their taxes would not be raised to any noticeable degree, and almost promised them he would pay their taxes for one year if they would vote for the schools. He did promise that a member of their race would be appointed on the school committee. The election carried by a majority of two votes. The promise of Mr. Pearson was kept. A servant in the Pearson household, Isaac Dickson, was placed on the school committee. The other members, all appointed by the Board of Aldermen, were Messrs. W. W. West, H. A. Gudger, S. R. Kepler, W. F. Randolph, and Dr. D. T. Millard.

Thus Asheville became a special charter school district which was to be supported by a tax of sixteen and two-thirds cents on each one hundred dollars valuation of property and a fifty cents poll tax. During the time that Isaac Dickson served on the committee it is said that he voted for but two applicants to teach in the white schools. These two ladies were Miss Mary Kimberly and Miss Susan Yeatman. When asked his reason for doing this he replied, "I knowed them two was quality." He merely passed

* This article was compiled by Mr. Plemmons from his Master's thesis completed at Duke University in 1935.

up his right to vote for the others. Under the Constitution of the State the children of white and Negro races were of course taught in separate schools.

At the beginning, the city school property consisted of a small wooden house in the old colored district, located on Catholic Hill, a vacant lot and a small amount of money. Immediately the committee went to work and "decided to open the graded schools at the earliest practicable moment." A sub-committee was appointed to select buildings in which to open the schools. It chose the old Asheville Military Academy on Academy Street, now Montford Avenue, which belonged to Professor Venable, proprietor of the school. The purchase of the property was approved by the school committee on September 3.

Mr. P. P. Claxton, a graduate of the University of Tennessee, who had done graduate work at Johns Hopkins and who had studied one or two years in Germany, was elected superintendent at the same meeting at which the school property had been purchased. Mr. Claxton was later appointed United States Commissioner of Education by President Taft in 1911.

Mr. Claxton and the school committee began plans for the opening of the schools. Repairs were made to the buildings and on January 16, 1888, the Superintendent reported the opening of schools with an enrollment of 450 through the first five grades. The first school for white children was located on the present site of the Montford Avenue School, name of which has recently been changed to Randolph School, in honor of Mr. W. F. Randolph of the first board. The attendance for the first term was given at about six hundred white children and three hundred colored children.

Immediately after the opening of the first school the school committee set to work to provide a building in the other section of the town. A lot on Orange Street was purchased and the contract let for the building. The building was completed in the following December. The first eight grades were housed in this building. The seventh and eighth grades were listed as the high school department. Superintendent Claxton's report for 1889 states:

> During the first year the schools were crowded into two buildings—one for the children of each race—and were kept open only ninety days. The second year the schools opened late, the new building not being ready earlier, and were suddenly interrupted early in March by the exhaustion of the funds. Our citizens very promptly contributed an amount sufficient to continue the schools through the remainder of an eight-month session, but a large number of the children did not return after the temporary suspension and the character of all the works was impaired more or less. This year we were able to continue through a full session of one hundred and eighty days without intermission and under reasonably favorable circumstances. The first year the total enrollment in the white schools did not exceed four hundred and fifty. This year it amounted to more than eleven hundred. The prejudice against the schools which existed at first is rapidly passing away and will soon be a thing unknown.

In the organization outline of the first schools the first, second, and third grades composed the primary department; the fourth, fifth, and sixth grades made up the intermediate department; while the seventh, eighth, and ninth grades were embraced in the high school department. There was no ninth grade at that time; however, the superintendent recommended its addition the following year. All children whose parents or guardians were citizens of the city were admitted free to the schools; all others had to pay a fixed tuition. The ninth grade was added to the course of study at the opening of schools in September, 1891. The stipulation set forth by the school committee in this connection was that the ninth grade could be added to the course of study if as many as fifteen pupils applied for it, with the understanding that its addition was to be of no increased expense to the committee, and that it could be dropped at any time.

Superintendent Claxton resigned his position on June 20, 1893, and Mr. J. D. Eggleston, Jr., of Virginia, was elected to succeed him. Mr. Eggleston had recently been elected to the principalship of the Orange Street School.

As early as 1902 the school committee had rented the chapel of the Asheville Female College, which was located at the corner of Oak and College streets, to take care of the overflow in the fourth and fifth grades of the Orange Street School. With the passage of the Greater Asheville Act in 1905, the committee began to arrange for additional buildings. One of the first buildings it sought was this Asheville Female College. This could not be purchased without the approval of the Board of Aldermen for a bond sale, and this the aldermen thought unwise. A bond election was held December 6, 1906, and carried by a majority of ninety-four votes. This was incorporated in the compulsory education bill which the legislature had enacted on March 2, 1905. The proceeds of the bond sale were used to purchase this property from Dr. James Atkins on August 8, 1907, for $28,875. Repairs which amounted to about $4,000 were made to the building; and the high school department, which had been housed in the Orange Street building since 1888, was moved to the college grounds in January, 1908. This action relieved the crowded conditions at Orange Street and proved to be wise, because the high school almost doubled in size during the first year and a half after its removal.

In their reports of 1911, both the chairman of the school committee, Mr. Wm. M. Jones, and the superintendent, Mr. R. J. Tighe, recommended and insisted upon the erection of a new high school building. On February 5, 1913, the committee on buildings and grounds for the high school reported that the old building militated against the health and well-being of the pupils, that it was a fire hazard, and suggested that it be torn down and a new one built on the lot. The committee, on January 23, 1915, voted unanimously to have its chairman advertise the intention of introducing a

bill for a $200,000 bond issue and an election for a five cents additional tax for a permanent building fund. Chapter 352 of the Private Laws of North Carolina for 1915 gave the city officials the right to call an election for this purpose. Soon thereafter, the charter of the city was changed and a board of three commissioners replaced the board of aldermen. By this change the commissioners were given direct control of the schools, and were empowered to appropriate from the funds of the city, in addition to the special school funds, any amount of money necessary to maintain an adequate and sufficient system of public schools.

On June 4, 1915, the local labor unions presented resolutions to the Board of Commissioners favoring the issuance of bonds for the erection of a new high school. After a lengthy discussion no action was taken. However, an open meeting was held on August 2 following, which was attended by representatives of the Rotary Club, the Civic Betterment League, the labor unions, and a number of private individuals. The Junior Order sent resolutions. Following a lengthy discussion a resolution was passed which stated that an election would be held in the coming November to determine the wishes of the voters toward issuing $200,000 worth of bonds, $175,000 of which would be used to construct a new high school building, the remainder to be used to finish the new building for colored children on Hill Street. The election was held on November 9, 1915. Of the 2,750 qualified voters of the city, 1,678 voted in favor of the bond sale. This was a majority of 303, the vote being against the registration.

Plans for the new building, which would replace the old Female College building, were immediately started. Difficulties arose; the contractors for the building went into bankruptcy, the bonding company took over the work; the World War came on with its increased prices in both material and labor; there was not enough money to finish the building and equip it. Furthermore, it was found that the school needs of the city had not been accurately estimated in 1915. Therefore, for the purposes of completing and equipping the new building on Catholic Hill, and for the reconstruction and enlargement of the other school buildings, the board of commissioners resolved to ask for an election to give it the right to issue $200,000 worth of bonds. When this election was carried, the building was completed and was later named the David Millard High School, in honor of Dr. D. T. Millard, the chairman of the first school committee. School was opened in it in October, 1919, and the high school course was extended to embrace the eleventh grade. In the meantime, from 1915 to 1919, the high school was temporarily housed in a building on Woodfin Street. This was the Burroughs property, one-time home of the Asheville School for Girls, and now the Y. M. C. A. building.

In 1917 the town of West Asheville was annexed to the city and its one white school and one colored school came under the control of the city

commissioners. In the superintendent's report to the board under date of March 26, 1924, he recommended, among other things, that a high school be built in West Asheville. He reported that since 1919 the school enrollment had increased 65 per cent in that section. A bond sale for enlargement and improvement of facilities followed this recommendation, the property was purchased, and Hall Fletcher Junior High School in West Asheville was erected. This sufficed for only a short while, and in March, 1926, another report carried the recommendation for the construction of a central high school plant. All grammar schools were crowded, and the enrollment of the high school was more than 1,400 with a capacity of 800 or 900. Even the new schools mentioned above would take care of only the present school needs. Furthermore, it stated that it was confidently predicted that within five years the population of the city would be 75,000. The boom was making headway. An extension in the city's corporate limits was to be attempted within a few years. Therefore the superintendent recommended the construction of a central high school plant, after which the high school on College Street and the high school in West Asheville would become junior high schools. This, he thought, would give the city an ideal school organization. He urged the purchase of the site before all were sub-divided. The election was held and approved on September 28, 1926, at the direction of the school board.

A tract of land, lying between Victoria Road and McDowell Street, comprising forty-eight acres, was purchased for $4,000 per acre. Prior to this purchase the superintendent had recommended the purchase of a site large enough for a senior high school and a junior college under separate plants. This recommendation was complied with. The Senior High School was opened in January, 1929, and the Junior College was housed in the same building. Additions were made to some of the grammar schools, and a large addition made to the Livingstone Street colored school.

The Asheville High School has been accredited by the Southern Association of Colleges and Secondary Schools since 1913. The Junior College operated only two years, being discontinued as an economy measure in 1930. For the term of 1933-34 the Senior High School was closed and the junior high school buildings housed the regular high school. At the opening of schools in 1934 the David Millard building on Oak and College streets was closed, the Senior High School re-opened, and Hall Fletcher in West Asheville took care of the high school pupils there through the ninth grade.

After the state-wide school law was passed by the 1933 General Assembly abolishing all local taxes previously voted by communities, Asheville had to accept the lower state standards for the schools fixed by the Assembly. A complete retrenchment followed. The schools were to have been dropped from the Southern Association accredited list at the end of 1934-1935, but the PTA and other interested and influential persons began working for

an election. The election was held in September, 1935, and was carried by a safe margin. The tax voted was twenty-five cents on each $100 worth of property valuation, but the tax-levying authorities have never permitted the schools to use more than about two-thirds of this. The money was used for extra teachers, supplies, etc., and for the ninth month.

In the summer of 1935 the name of the school was changed from The Asheville Senior High School to The Lee H. Edwards High School in honor of the man who had been principal for ten years and part of whose vision the present high school is. His sudden and untimely death only a few days after school closed in 1935 was a severe loss to the city and to education in North Carolina.

Peabody High School, Georgia State College for Women*

By Mildred English
Superintendent of Laboratory Schools, Milledgeville, Georgia

The establishment of what is now the Georgia State College for Women was provided for by a law which became effective with the signature of Governor Gordon on November 8, 1889. Dr. Joseph Harris Chappell was elected first president of the college on May 16, 1891. To him was given the task of organizing and inaugurating the state's first college for women, then called the Georgia Normal and Industrial College. The college opened on September 30, 1891, with eighty-eight pupils and a faculty of twelve teachers in four departments: the *Collegiate Department*, offering Latin and French, English, history and literature, mathematics, and general science; the *Normal Department*, offering pedagogy, normal training, and making provision for a "principal of the Model School"; the *Industrial Department*, including freehand and industrial drawing, stenography, typewriting, telegraphy, bookkeeping, penmanship, and fine arts; and the *Domestic Department*, including dressmaking, cooking and domestic economy. Physical culture was also taught, and vocal and instrumental music offered. In some form all of these subjects except telegraphy are still offered at the college. Thus, what is now Peabody high school was organized at the time of the opening of the college.

Five classes were formed out of the first student body—sub-freshman, freshman, sophomore, junior, and senior. The first three groups were preparatory, only two years of regular college work being given, as recorded in a "Prospectus" of the Georgia Normal and Industrial College issued in 1891. The normal department was worked out according to suggestions of Chancellor W. H. Payne, of Peabody College, and was the first work of this kind attempted in Georgia. This marked a distinct advance in the educational progress of Georgia. Dr. J. L. M. Curry, General Agent of the Peabody Education Fund, was interested in the establishment of the college and wrote a letter to the president of the state senate when the bill providing for the establishment of the college was being debated, expressing the hope that the legislature would establish such a school in Georgia and offering the cooperation of the Peabody Education Fund.[1] He agreed to pay the salary of a teacher for the Model School.

Dr. A. H. Beale was the head and the total staff of the Department of

* For dates and historical facts, the information for this paper was drawn largely from "The History of the Georgia State College for Women," by Lottie Moring Curl, a Master's thesis completed as part of the requirements for the degree in the department of history, Georgia Peabody College for Teachers, August, 1931

[1] Atlanta *Constitution*, July 18, 1889.

Education of the first faculty of Georgia Normal and Industrial College. He was the first supervisor of the Model School, which was organized in 1891 with six grades. This was made possible by a gift from the Peabody Education Fund. The purpose of the school was to give opportunities to students in the Normal Department to observe children in class work, and to give them work as "practice teachers."

E. C. Branson became head of the Department of Education in 1892, and Mrs. Emma K. Head was principal of the Model School. In 1895 Mr. Jere M. Pound came to head the Department of Education, and he assumed the direction of the Model School for a period of years. In 1896 the school was expanded by the addition of two extra grades. These really constituted a preparatory department, since they filled the gap between the Model School and the sub-freshman class. From 1897 to 1902, T. J. Woofter was head of the education department. He was succeeded by Dr. M. M. Parks, in 1902, who served until 1904, when he became acting president of the college. From 1904 to 1908 Mr. Jere M. Pound returned as head of the Department of Education and director of the Model School. Miss Jessie M. Snyder apparently served as principal of the Model School from 1902 to 1907.

The Georgia Normal and Industrial College catalogue of 1906 gave the following as the courses of study for the year 1905-06, in what were really two years of high school:

Preparatory Class	Sub-Freshman Class
Mathematics	Mathematics
Language	Botany
Geography	English Literature
Literature	History
History	Latin
Science	Penmanship
Drawing	Physical Culture
Physical Culture	Chorus Singing
Penmanship	Cooking
Chorus Singing	

In 1907 Miss Lillian Rule was named principal of the practice school and served until 1921. In that year, Miss L. R. G. Burfitt, who had been a supervising critic the year before, became head of the school, in which position she served until 1935, when she resigned because of ill health. The continuous growth of the school through the period of the expansion of the college, from a school of six grades to an eleven-grade school, the high school department of which is fully accredited by state authorities and by the Southern Association of Colleges and Secondary Schools, is due to her leadership and guidance. She continues a member of the Education Department and is always a friend and wise counsellor to students and faculty.

The sub-freshman class of the college in 1912 corresponded to the present ninth grade. The following year the ninth grade was added to the practice school, and the tenth grade became the sub-freshman class of the college. In 1916 the tenth grade was added to the practice school, and the eleventh grade became the sub-freshman class in the college. During this period, by a resolution introduced by Judge Gober, the Board of Trustees of the College permitted girls from counties in Georgia where there were no high schools to board in the dormitories and attend the practice school. Girls from all parts of Georgia attended the high school during the next year.

In 1922 the name of the college was officially changed by the legislature to Georgia State College for Women.

The final preparatory class was added to the practice school as the eleventh grade in 1917. From that date to the present, the school has offered work in kindergarten, seven elementary grades, and four high school grades. The first class to graduate from the Peabody High School was in 1918, when fourteen students were awarded diplomas by Dr. M. M. Parks, president of the college.

The classes of the Model School were first held in the main building. When Chappell Hall was built, in 1907, classes were transferred to this building. As attendance increased and after the old Main Building burned in 1924, for a period of two years, classes were held in a church, in the courthouse, and in what was known as the Kemp House, which had been the home of the warden when the state penitentiary occupied the present site of the college. When the classroom building for the college was built in 1925-26, from funds appropriated by the State, two sections were erected for use as a practice and demonstration school for secondary amd elementary work. The name of the school was changed from the Model School to Peabody Practice School, due largely to the influence of members of the college faculty, who had their training at George Peabody College, in Nashville, and because of the interest and help given by Mr. George Peabody to education in the South. The class of 1925-26 was the first to graduate from the new building.

As the interest in secondary education grew in the State, more students enrolled in the school. Being a part of the Georgia State College for Women, operating in a building which is a part of the college plant, on the college campus, the school early came to be looked upon as a girls' high school. A military school of junior college rank, with a preparatory department, is operated in the town by a local board, and military training is accepted as the best type of training for boys. Therefore, the boys of the town have always attended the Georgia Military College, and Peabody High School remains a girls' high school.

In 1927-28 many girls from the county schools entered Peabody School. This number has increased each year, and buses operated by the county

bring students to the school and to the Military College also. The county did not maintain a four-year high school until the year 1938-39, and the girls from three two-year high schools in the county have been transported to Peabody High School. The school is open without tuition to the public, and the student body is made up of children from both town and county. In student personnel it is a typical public school. In addition to transportation of pupils, which is furnished by the county, the State pays the salary of a given number of teachers each year for the state term. Salaries and term are supplemented by the college. State textbooks are used as basic texts, though provision is made for a wide variety of books and instructional materials.

A high standard of work has been maintained by the school since its organization. The curriculum has been until recent years largely college-preparatory, as a very large percentage of the graduates enter the college upon completion of the high school course. As the college curriculum has been expanded, the high school has kept pace. As high schools of the state introduced new subjects into the curriculum and asked for trained teachers, the college provided additional faculty and equipment to make possible the desired teacher training experiences for the students. When the school was first accredited by the state authorities in 1928-29, the curriculum consisted of

Latin, 4 years;
French, 2 years;
English, 4 years;
Science, 4 years;
Social Studies, 4 years;
Home Economics, 2 years, with one year of elective work;
Mathematics, 4 years.

Art, music, and physical education were offered as non-credit courses. As more rural girls came into the school, new interests and needs appeared that this curriculum did not satisfy. The faculty, with members of the education department, the president, and the dean of the college, have given much time and study to ways in which the school may meet the needs of all members of the student body. The Georgia program for the improvement of instruction was initiated in 1933, and the Peabody High School has been coöperating in the work to make more functional the secondary school offerings of the high schools of the state.

The school was placed on the accredited list of the Southern Association in December, 1936. In 1937 Peabody High School asked to become one of the coöperating schools in the Southern Study, and the plan submitted was approved.

The program of the Peabody High School is developing along the lines of those persistent problems that concern every individual. Some of these are health, getting along with people, earning a living, maintaining a home, acquiring an understanding and appreciation of our cultural heritage,

utilizing the natural physical environment, expressing aesthetic and spiritual impulses, using efficiently the modern means of communication, keeping informed about world problems, learning to detect propaganda, using modern mechanical means that make for better living, learning to plan—for study, for work, for recreation, learning to use to advantage available materials, performing the duties of citizenship, developing a set of values to act as a guide for conduct and for shaping life interests and work. Such problems have real meaning for students when they have opportunities in school, at home, and in the community, to solve them in terms of individual and group needs. Toward that end, the school makes definite effort to provide varied experiences to meet individual needs and interests, through teacher-pupil planning and carrying out class work and activities, club activities, and special interest groups.

The Student Council participates in the organization and management of the school through home room activities; assembly programs and programs for the observance of special days; parent-teacher programs, discussion group meetings of parents, students and teachers; handling school news and publicity within the school and in the local papers; meeting school needs not provided for in the school budget, as making stage sets, running the student store to make available school supplies, subscribing to daily papers for the library, sending representatives to the annual meeting of the Southern Association of Student Councils, serving as hostess in the lunchroom, and at the noon hour; contributing to school equipment through Book Week programs and gifts, through providing a first-aid box, games for the noon hour, etc.; sharing in social features for the student body (picnics, camp suppers, dances, home-coming for alumni, dinners, luncheons, and so on); participation in community projects and services (Armistice Day, Memorial Day, community Thanksgiving, Red Cross, community chest, safety campaigns); assisting with campaign to eliminate malaria; city beautification, assuming responsibility for certain sections of the city; maintaining a junior booth at the farmers' market; sharing in Christmas carol service, and in church services, with verse choir; acting as guides for Annual Historical Pilgrimage to Milledgeville's old homes and gardens. Fundamentals for all pupils, during the four years of high school, include English usage, human growth and development, American civilization and culture, home-making and family life, functional mathematics, work habits, skills, and techniques, to be developed in laboratory situations. The work of each year is developed in a unified studies program, based on the needs and interests of the students as the teachers come to know and have an understanding of factors at home and in the community affecting the student. Each group has two or three hours for group work and planning, for study, and for carrying out the projects planned.

In the first year the program is at present concerned with problems of

"Living and Working in the Community." English, civics, science, art, home economics, mathematics, and music contribute to the work of this group. The teacher-director of the group guides the students in their general planning, as well as in the attack on specific problems. Teachers of other departments help with the planning and take charge of the group for definite periods of work in the teacher's field of specialization. Citizens of the town and members of the college group are brought in from time to time as problems arise on which they can give special help.

On the second year level the work of the integrated unit is concerned chiefly with "The Development of the Individual in Social and Group Living." The fields that contribute most directly are biology, home economics, English, art, mathematics, and music. The two teacher-directors of the students in this unit are trained in home economics and in science. As on the first-year level, other teachers have a share in the planning and in carrying on the various classes and activities of the students. This is true of all levels of the school.

Teacher-directors for the third-year level represent the fields of English, social studies, economics, home economics and business practices. One group has as its unifying theme, "Living and Working in the Home." Home economics, science, English, art, and music contribute largely to this work. Another group of this grade, definitely planning to go to college, are now working on problems growing out of interests in news writing, speech, dramatics, and modern world problems. English, music, art, speech, and social studies are involved in the work of this group, daily. A third section of the class, looking toward entering the business world upon the completion of the high school course, base their work on problems growing out of a study of occupational possibilities, aptitudes of the students for certain types of work, and modern social and economics problems. Their work is concerned largely with business practices, economics, geography, vocational guidance, English, arithmetic, bookkeeping, shorthand, typing.

On the fourth-year level the work of the integrated unit grows out of a consideration of "The Essentials of American Civilization and Culture." The teacher-directors represent the fields of English and social studies. The work draws from the fields of American history and literature, economics, government, sociology, geography, problems of democracy, Georgia problems, art, and music.

Service courses are planned for students on each level, to take care of individual and group needs in the fundamentals of English, mathematics, science. All students have work in physical education and in music—chorus, glee club, orchestra. In addition to the work in art in the integrated unit work, elective courses offer the student with a special bent in art opportunity to develop at his own rate, and along the lines of his special interests. Students in junior and senior years may elect typing.

Electives are offered on each level to meet the needs of students preparing for special work in college, in training to enter nursing, or to become dietitians, or to enter some technical school. Latin, French, algebra, chemistry, physics, ancient culture and civilization, plane geometry, and commerce may be taken as electives in terms of the particular needs of the individual.

All teachers are concerned with guidance as they work with students in class, in special interest groups, in student organizations, or in the home room. Much work is done to bring about an understanding of the school and what it is trying to do through personal conferences of the teacher with parents and with students. Records kept of the development of each student over the period of the child's progress through the school offer real help in understanding the special abilities, needs, and problems of the individual. The program of the school has been made more flexible in the light of the needs and interests that appear as the teachers work with the girls in an understanding way.

Parent participation in the school program is growing as teachers and parents meet in interest groups to consider child problems. Such discussion groups may be the parents of a given grade, the city mothers, the county mothers, or the mothers of age-groups having special problems.

Elmer E. Lyon High School

By May Kenney Blanks, *English Department*, and Mercedes Lions Shaw, *Commerce Department, Elmer E. Lyon High School, Covington, Louisiana*

The Elmer E. Lyon High of Covington, Louisiana, began its twenty-ninth consecutive school year on September 5, 1939. James Plummer, formerly of Bogalusa and Ruston, Louisiana, is principal. Quite a contrast can be made of the high school's early beginning in 1910 in connection with the elementary grades in the grammar school building to the elaborate structure that boasts of its presence in 1939.

Covington, Louisiana, is a small city of approximately 4,000 population, located in the heart of the Ozone Belt of St. Tammany Parish, bounded on the north by the strawberry section, on the east by the state of Mississippi, on the south by the beautiful Lake Pontchatrain, and on the west by parishes noted for minerals, agriculture, and educational activities. There are numerous educational facilities within the city limits itself: two public schools, a Catholic academy for girls, and a junior college for boys—all offering a variety of academic and vocational studies.

The first high school in Covington was established in 1910 under the name of the Covington High School—a combination of lower elementary, grammar, and high school grades. That year four young people were graduated. By 1913-14 the school had grown into considerable size and was approved by the Southern Association of Secondary Schools and Colleges.

The courses offered the youth of Covington High School during its early history were purely academic, one foreign language, Latin, being taught in order to satisfy the requirements for college. The first deviation from this beaten path was the introduction of the course in home economics to benefit girls who were interested in this work and those who had no desire to go to college but could improve their home conditions.

Continued growth marked the high school's progress in the following years, until it became necessary to segregate the high school into other quarters. The school board definitely decided upon this step in 1924-25. The first part of a high school bond issue of $75,000 was floated. Y. L. Fontenot became the first principal of the new Covington High School in the fall of 1925. He served in this capacity for less than two years, leaving his post to accept a position higher in the educational field. His successor became Miss Eleanor W. Rayne, former commercial instructor in the school, a well-trained and dynamic principal who served until the school session 1938-39.

Covington High School in 1925 was similar to other high schools at that time. It offered a curriculum affording choice of a general course, a home economics course, or a commercial course to its students. As south Louisiana

was originally French territory, many of the people of Covington speak that language in their homes. When the high school was enlarged, French was added as an elective subject. A well-equipped science laboratory, a well-stocked library, new equipments in the various departments, plus an increase in faculty members gave Covington High a start on the road to greater development, multi-vocational and academic courses, and higher standards of living and educational objectives.

Thus continued the institution of public learning in Covington—ever increasing in power and prominence, until 1928, when it was deemed necessary to float a bond issue for $150,000 for extensive improvements and equipment. As Covington is the hub of the five wards in the northern section of the parish, a large consolidated high school was organized. After the completion of the building, the name was changed to that of the Elmer E. Lyon High School, in honor of the man who led in this development. Superintendent Elmer E. Lyon entered his office in 1906 and occupied it until his resignation in 1937. It was he who gave the best of his life and the best that was in him, to further the movement for public learning in the city of Covington.

Prominently at the head of the organization that achieved the enlarged school was Eleanor W. Rayne. Her untiring efforts and zeal secured for Lyon High an enviable place in the estimation of state officials and local townsmen. She was constantly sought for wise counsel in matters pertaining to education. Courses were broadened, adjustments were made to meet individual needs, and the school program of social and athletic events was enlarged. A splendid cafeteria was operated in connection with the home economics department. Realizing the need of the Spanish language because of the growing relationship between the Latin-American countries and our own nation, she added this subject to the foreign language department as another elective. Following the dictates of her beliefs that the child should be educated for life situations, Miss Rayne secured the consent of the State Board of Education as well as the parish board and introduced classes of "broad field" work in English and social science for the upper grades, and integrated classes for the eighth grade wherein work was presented in such a manner that the whole child was developed and he could take active part in his own education.

When the Lyon High School was built, a large, modern gymnasium was erected. Here two full-time coaches—one for the boys, the other for the girls—instruct all the pupils of the school in physical education, thus instilling the principles of health in the entire student body. Two invitational tournaments, girls' and boys' basketball, are held in January and February of each year. Here also are held boxing bouts and basketball games at night so that the public may attend. The football field is equipped with

flood lights so that night games can be played, again making it possible for the community to enjoy some of the interests of the school.

In July, 1937, our present superintendent, William Pitcher, assumed the head of the parish board of education. Due to his help, a splendid concrete stadium has been erected on the athletic field. During the session 1937-38, Lyon High was one of the three schools in Louisiana selected by the Southern Association to send teachers to the Southern Workshop for a period of five summers. Because of this work, our school is granted a more liberal scope in curriculum building and presentation of subject matter.

At the close of the school session in 1938 Miss Rayne resigned, and Mr. James Plummer accepted the principalship of Lyon High School. Although Mr. Plummer feels that our parish is not unique in its tenant-farmer problem, he is endeavoring to help the rural children of Lyon High solve some of their problems now. For this end, he has instituted a period designated as "better living" wherein assigned faculty members are teaching crafts of various kinds to those pupils who wish to take advantage of this voluntary work period. Children who come many miles on the school buses are also helped by using the gymnasium daily at the noon period for a recreational center. Here they may indulge in playing games, dancing, or sitting quietly and watching their companions.

So greatly has the high school improved since its beginning, that in the session 1939-40 the school offers the following advantages to its pupils: a band which is well organized and under excellent directorship, a splendid library with a full-time librarian, a commerce department which provides adequate instruction to enable pupils to fill positions, a manual training department under federal supervision, an agricultural department which is helping its members dispose of their products, and three athletic coaches who build up strong bodies as well as teach "true sportsmanship." The academic subjects are not neglected, for the school must train pupils for future citizenship. The physical plant of the school has been improved by the installation of a two-way public address system and the purchase of an audio-visual machine.

The graduating class of 1939 consisted of seventy-seven boys and girls, many of whom expected to continue their education in various colleges. The enrollment for the present session, 1939-40, is 485 pupils, and the faculty consists of twenty teachers. It is too early in the session to say definitely how many pupils will graduate this year, but it is known that the present senior class is the largest on record in Lyon High School. The underlying philosophy of the school is "to meet the needs of youth in a democratic society."

The High School of Washington, Georgia*

By Mrs. John C. Burdette, *Senior Sponsor*, and Reynolds Dillard, *Class Historian, Washington High School*

Wilkes County was organized in 1777 from territory secured from the Indians in 1773, and it increased rapidly in population because of the influx of settlers from Virginia, North and South Carolina, and Maryland. Wilkes County took in extensive territory, and in 1790 was the largest of the eleven counties, containing nearly half as many people as there were in the whole state. By an act of 1780 directions were given to the commissioners of the county to reserve acre-lots to be used in establishing an academy or seminary which was to be free. A section of the bill of 1783, which created academies in Richmond, Wilkes, and Burke counties, giving them a land endowment, provided that on application the governor might issue a warrant for 1,000 acres of land in the county for free use of said school.

The board of commissioners at their first recorded meeting in 1784 took up the matter of erecting a public building in Washington. The bid of £800 was too high, and the building was finally let at £781. The plans of a building with "ruff of spanish brown and yaller sides and ends" did not materialize, and the academy was conducted in rented houses until the commissioners selected Mercer Hill (the site of the present Catholic Orphange) as a location for the Academy. This building was to serve as an academy and a church and did so until 1823. In 1824 the commissioners sold the property on Mercer Hill and moved the academy to a building on Main Street where the W. T. Johnson home now stands.

The academy was built from the sale of town lots, and employed as its first teacher Samuel Blackburn, to commence on the first day of January, 1786. It was a custom at that time for the masters to run advertisements announcing the intention to open a school, "as soon as sufficient scholars offer," and later to run an announcement that the school "is now opened." For those schools which prepared students for Franklin College, the goal was definitely set from time to time. Most masters aimed at placing their students in sophomore and junior classes.

At one time when the Academy needed a lot of money for putting it in order, the commissioners asked the Legislature for a loan of $1,000 and in 1805 the body passed an act to help them, not by a loan, but by a lottery. The drawing took place in 1807.

In 1819 the community became dissatisfied with the Academy for female pupils, probably because of bad walking up Mercer Hill in winter and also because of a disposition to have a separate school for girls; so between 1817

* This article was prepared for presentation at the annual commencement exercises of the Washington High School.—Editor.

and 1819 the old theatre began to be used for a girls' school. It was bought in 1820 and the building was called the "Female Academy." The theatre lot extended through from Liberty to Main Street.

In 1814 The Washington Female Seminary advertised in the Athens *Gazette*, offering "useful and ornamental education" and saying: "every effort will be made to introduce the pupils gradually to an acquaintance with those accomplishments that are sought for as indispensable requisites with sedulous care, informing the manners and polishing and proportioning instruction to the abilities and temper of the pupil."

In 1840 The Washington Female Seminary imported Miss Sarah W. Brackett and three other female teachers from Miss Dwight's Female Seminary in Northampton, Mass. Miss Brackett was in fact assisted by four other teachers, and the catalogue of that year names 104 pupils drawn from surrounding counties and from the cities of Savannah, Augusta, and Charleston. The school was under the patronage of the local Presbyterian Church, the building having been erected largely by subscriptions of the townspeople.

Samuel Barnett, who also conducted a Female Seminary in 1841 in Washington, claimed for his school that "the course of instruction is as extensive and thorough as in any Female Seminary at the North."

The length of the course at the Seminary was three years, and the school offered Latin and higher mathematics. The books used totaled fifty-six. This Seminary was housed in the Paschal home where the present school building now stands. Other early schools of the county were a school on the Armstrong Place on the Mallorysville road known as "Walnut Hill" where Rev. John Springer, the first Presbyterian minister to be ordained west of the Savannah River, taught in 1790; "Succoth Academy" near Coke Chapel, where Hope Hull, one of the early Methodist preachers, taught in 1794; and the Burdette Academy, held in a building now standing on the farm owned by J. Luke Burdette, from 1868-1875, and later at Danburg 1875-1878 taught by Tom Beck. Burdette Academy as well as many others prepared students for entrance to sophomore or junior classes at the University.

According to the acts of the legislature in regard to academies, the Academy of Wilkes County was one of the oldest two in the state, the other being Richmond Academy at Augusta. One of the reasons why Richmond Academy was more successful was because the grant of land given it was more fertile, and the Academy also had more legacies.

The male and female schools of Washington were combined in 1892 and became the public schools. The present buildings were built in 1897 and 1920 respectively, and the Auditorium Armory in 1931. Mr. T. E. Hollingsworth was the first superintendent. In later years Mr. W. E. Monts was superintendent from 1928-1935, and for the past four years Mr. H. M. Tarpley has been superintendent. During the last fourteen years the school

has been on the Southern Association list. It has been on the state accredited list for at least twenty-five years. In this time the faculty and Board have endeavored to send out students who could take their stand in college and in the world at large. In at least some small measure we feel that they have been successful.

History of John Tarleton Agricultural College

By Gabe W. Lewis
John Tarleton Agricultural College, Stephenville, Texas

The establishment of the present state junior college at Stephenville, Texas, was made possible by a somewhat eccentric old gentleman who bore the name of John Tarleton. A man of considerable wealth, he had many peculiar characteristics. He never trusted anyone until he had known him a long time. Usually he carried large sums of money on his person, and at one time he was robbed of $700 or more. He was practically uneducated but very shrewd. He was easily offended, and his dislike for an official of Erath County almost resulted in John Tarleton College being established at another place. He was so economical that he would not keep a horse on account of the expense, preferring instead to walk fifteen or twenty miles daily over his ranch. However, with all these peculiarities and eccentricities, it is not at all surprising that he bequeathed his fortune for educational purposes. He had no close relatives, and there were many incidents in his life that indicated his interest in schools. Whenever he was called on to contribute to a subscription school, he would pay for five or six students. Often he provided clothing for those he subscribed for. Again, while he was distrustful of adults, he was a lover of children.

His will provided for certain lands and property to be sold and the proceeds to "erect, endow and maintain in the city of Stephenville in Erath County, Texas, an Institution of learning to be known as 'The John Tarleton College' and to be maintained for the education of such children, . . . of good moral character and unable to educate themselves as my said Trustees may select, and I desire and direct that said funds shall be so divided that the interest upon the portion not used in construction of the buildings, shall alone or in connection with any funds deprived from tuition or any other source may maintain such institution of learning without having to draw upon the principal, which I desire to be held as a perpetual fund for the maintenance of the said institution." The County Judge and Governor of Texas were named as trustees. Charles A. Culberson, who was then governor, appointed the Superintendent of Public Instruction as a third trustee as he felt that this was in line with his duties.

The lands and cattle were sold and the proceeds, which amounted to approximately $170,000, were divided, one half of this sum going to the Stephenville school and the remainder going to a similar institution in Knoxville, Tennessee. Income from this original gift has accumulated until there is over $100,000 available for student loans. This, with a gift of $25,000 from the William C. Hogg Estate and a number of smaller gifts, has given Tarleton one of the most substantial student loan funds of any junior college in

the country. The type of school and the method of operation were not defined in the original will, and there were some dissensions among the trustees concerning these matters. The County Judge of Erath County, Thomas B. King, thought it best to establish an industrial school for poor children where they could be housed and support themselves as far as possible by products from a college farm. Judge King proposed to purchase 400 acres of farm land for this purpose. The students were to go to school and work the farm. The other trustees believed it best to establish a collegiate school. Dr. W. H. Bruce was called from Athens to confer on the opening of the school, and he advised the trustees to wait one year before attempting to establish an institution in order to permit the interest from the endowment fund to accumulate.

The school was formally opened September 3, 1899, with a total of 175 students and four faculty members in attendance. The old Stephenville College building, consisting of three rooms and an auditorium, was purchased from Professor McIllhaney, and this was the sole edifice of the three-acre campus.

In keeping with the wish expressed by John Tarleton a system was evolved whereby poor students were given their tuition, the free use of books, and five dollars each per quarter of two and one-fourth months. There were forty-eight such students and they were known as "beneficiaries." The remaining 127 students were known as "independents" and paid tuition at the rate of two dollars and fifty cents and three dollars per month. The first annual report of Dr. W. H. Bruce was found in an old ledger in the registrar's office of the college. It paints a vivid picture of the trials and hardships of the first year of the college.

The second annual report by E. E. Bramlette, who served as president of the institution, shows a continuation of hardships rather than progress. It may be interesting to note the following statement: "I call attention to the fact that our independents show a higher average and per cent attendance than the beneficiaries." An examination of the first report shows a similar condition. Clearly, the school's object at the beginning was of a charitable as well as of an educational nature.

In 1902-03 the Marston Science Hall was built, and the following year a third story was added to the main building. In 1901-02 a library was begun which soon amounted to 600 volumes. In 1903 science equipment valued at $3,000 was placed in the Science Hall. The campus was enlarged to eight acres in 1904-05. Five Bachelors' degrees were conferred in 1903, fourteen in 1905, six in 1906, four in 1907, and three in 1908.

When Mr. J. D. Sandifer became president in 1908, he reorganized the school. The preparatory work was retained, but the last two years of college work was dropped. Definite aims were established as given below:

First, a college course that: (1) provides a good general education, equips for good citizenship, a useful life in society, and strengthens character; (2) provides a thorough preparation for the professions, eg., law, medicine, engineering, etc.; and (3) carefully articulates with standard university courses leading to the degrees, B.A., B.S., and B.Lit.—closely reproducing prescribed courses of the University of Texas.

Second, such cultural courses as: (1) music, oratory, and art provided for those who have the time, means, and talent (Every effort is made to provide the equipment and instruction in these particular branches); (2) shorthand, bookkeeping, and typewriting for those who expect to need these arts in their line of work in life; and (3) a thorough course in manual training with a good supply of tools and lathes and other equipment usually found in a first-class shop.

Third, a three-year preparatory course that has for its scope and purpose: (1) a thorough high school course, better work in shorter time than it could be done in high school or the public schools; (2) work especially fitted to prepare teachers—all the studies required for first-grade state and permanent teachers certificates given special attention; and (3) all requirements made for first-rate entrance by the University of Texas fully complied with.

Mary Corn Wilkerson in 1908 bequeathed a sum of money for the building of a dormitory for girls. It was erected in 1910 at a cost of $15,000. In 1917 the construction of the present administration building was started.

In 1916 a question arose before the legislature as to the establishing of a West Texas Agricultural and Mechanical College. John Tarleton College was in financial straits, and the people of Stephenville decided to offer the college to the state. The president, J. F. Cox, wrote to President Bizzell of Texas A. & M. offering the college as a branch. The people of Erath County agreed to raise $75,000 to be used as a loan fund. As an added act of generosity they also purchased a 500-acre farm to be offered as a demonstration farm for the college.

The diagram below shows the growth in students and faculty members from the date of establishment until Tarleton became a state institution:

Year	Pupils	Teachers	Assistants
1899-1900	175	4	0
1900-1901	165	4	0
1901-1902	181	6	0
1902-1903	243	8	2
1903-1904	327	9	2
1904-1905	303	10	2
1905-1906	283	10	1
1906-1907	197	10	0
1907-1908	141	12	0
1908-1909	287	11	0
1909-1910	211	10	0
1910-1911	312	11	0
1911-1912	327	11	0
1912-1913	371	12	0

Year	Pupils	Teachers	Assistants
1913-1914	342	12	0
1914-1915	396	12	0
1915-1916	307	11	0
1916-1917	364	13	0

On February 20, 1917, House Bill No. 598 was approved, making John Tarleton a co-educational state junior college. In short, the legislature accepted the buildings, money, and farm offered by the people of Stephenville and Erath County. The government and direction of the policies of the institution were vested in the Board of Directors of the Agricultural and Mechanical College of Texas. The law further stipulated that the institution should teach the work of the last two years of high school and of the first two years of college.

At this point began the present John Tarleton College as a state institution. From every standpoint the growth of the institution has been phenomenal under the guidance of Dean J. Thomas Davis, who became its head in 1917 when it was adopted by the state. The campus has increased to forty acres, completely surrounded by a rustic rock fence. It is beautifully terraced and landscaped, and is considered to be one of the most beautiful campuses in the state. In 1919 the administration building was completed —a three-story brick building housing the offices and many of the classes. The gymnasium, a large frame building, was completed in 1923. The central heating plant was installed in 1920 and provides steam heat for all buildings on the campus. The college store, erected in 1928, is made of stone and brick and is thoroughly fireproof. There are six girls' dormitories on the campus, caring for 350 girls. The dining hall, a fireproof modern plant, was built in 1927. Perhaps the most imposing building on the campus is the beautiful auditorium built in 1929. It has a seating capacity of 1,600. The music conservatory is located in the first floor. The greatest addition to the campus from the standpoint of the social life of the students was made when a large, stone recreation hall was completed in 1934. This is equipped with suitable furniture and a radio and piano. A fully equipped kitchen is found in the building. It is used in serving refreshments at social affairs. One of the most recent buildings added to the campus is a four-story brick dormitory for boys. It contains sixty-four rooms. In addition to these buildings there is the Mollie Crow Building of three stories, used by the Business Administration and Home Economics departments. A rubblestone armory is located on the west side of the drill field. In addition there are the following frame buildings: one agricultural building, two industrial arts buildings, one college hospital, one boys' dormitory, and one physics building. Approximately three-fourths of the science building has been completed. The ultimate cost of this building will be $500,000.

In addition to property mentioned above the college owns a 500-acre farm on which is located seven residences. It is well equipped with a dairy barn, out-houses, and silos. At all times it is well stocked. A large poultry plant is also owned and operated by the college. This department sponsors a national egg-laying contest annually, the largest contest of this type in the United States.

The library has grown from the 600 volumes mentioned previously in this chapter to approximately 23,000 volumes. Many of the best newspapers and periodicals are found in the library. The total value of the entire college plant in 1934 was estimated to be $1,121,944.01.

The table below shows the growth of John Tarleton in student body and faculty members from 1917-1939, inclusive.

Year	Enrollment Regular Term	Year	Enrollment Summer Session	Total	Number of Faculty Members
1917-1918	261	1918	101	362	19
1918-1919	328	1919	123	451	23
1919-1920	411	1920	200	611	32
1920-1921	343	1921	397	740	32
1921-1922	418	1922	482	900	39
1922-1923	589	1923	474	1,063	41
1923-1924	727	1924	465	1,192	49
1924-1925	782	1925	473	1,255	52
1925-1926	808	1926	509	1,317	61
1926-1927	847	1927	560	1,407	60
1927-1928	1,011	1928	616	1,627	65
1928-1929	995	1929	774	1,769	67
1929-1930	1,033	1930	806	1,839	71
1930-1931	1,013	1931	715	1,728	65
1931-1932	930	1932	645	1,575	67
1932-1933	1,034	1034	556	1,690	66
1933-1934	874	1934	526	1,400	65
1934-1935	1,008	1935	452	1,460	66
1935-1936	1,149	1936	350	1,499	66
1936-1937	1,162	1937	457	1,619	83
1937-1938	1,283	1938	362	1,645	83
1938-1939	1,276	1939	381	1,657	85

John Tarleton College offers the most diversified curriculum of any junior college in Texas, and one of the most diversified in the country. The following subjects and courses are taught: general agriculture, agricultural administration, agricultural engineering, agricultural education, rural edu-

cation, industrial arts, veterinary medicine, courses for technicians and nurses, commercial art, farm management, the social sciences, the liberal arts, pre-medical courses, pre-law, business administration, conservatory of music courses, aeronautical engineering, chemical engineering, civil engineering, electrical engineering, mechanical engineering, gas engineering, petroleum engineering, cottonseed oil engineering, home economics, and physical education.

John Tarleton College is a member of the Association of Colleges and Secondary Schools of the Southern States and the American Association of Junior Colleges. The present catalogue gives the following statement concerning the organization and objectives of the institution:

John Tarleton College is organized and administered on the basis of a four-year unit, embracing the last two years of the traditional secondary school and the first two years of the traditional college. The four-year unit is evolved through an effort to provide an effective organization covering the four years of upper adolescence in human development.

Four particular objectives furnish the aims and purposes of this unit of organization and administration, as follows:

1. To maintain in the most effective manner possible the traditional cultural and academic courses through the secondary period of education and leading toward the A.B. degree.

2. To maintain efficiently through this period engineering, agricultural, and other technical courses leading toward the B.S. degree in the various technical vocations and professions.

3. To maintain semi-technical and terminal courses which may be completed within the upper secondary period of education.

4. To maintain short vocational courses for those who must enter industry before completing the longer and more technical courses.

Minden High School

By J. B. Leftwich
Science Teacher, Minden High School, Minden, Louisiana

The Minden High School has a rich heritage of education and culture as its background. As long ago as 1850 the Minden Seminary for girls was organized by Reuben Drake and Charles Veeder. We are not sure just when or by whom the Male Academy was founded, but John D. Watkins was in charge of it about this time. In 1854 the Minden Female College was incorporated by legislative act. In 1890 the two schools, the Male Academy and the Female College, merged, and the name was changed to the Minden Normal and Business College. This school was co-educational. Tuition was charged at all these schools except for the three months of the year that it was free. There was also a number of smaller private schools in Minden during this time.

At a meeting held in the spring of 1897 the Webster Parish School Board decided to establish a central parish high school in the town of Minden. The offer of the trustees of the college to permit use of their building was accepted, and from that time on Minden has had a public high school. Miss Irma McCord, the only woman to serve in this position, was principal in the year 1900-1901. The following men have served as principals since: B. F. Dudley, 1901-1906; C. A. Ives, 1906-1912; J. B. Snell, 1912-1917; E. F. Dummier, 1917-1918; C. H. Young, 1918-1921; L. H. Denman, 1921-1924; J. E. Harper, 1924-1933; and S. R. Emmons, who has been serving since 1933.

Until 1909 the school occupied the old college, but in that year a part of the building was moved across the street and used for classes. In 1910 the present grammar school building was used as both grammar and high school. The new high school was constructed in 1923 and has been a large factor in school and community development. The enrollment of the entire school has increased with some fluctuations from 600 in 1917 to 1,158 in 1939. The largest class to graduate from the Minden High School was the class of 1939, which had eighty-three pupils. The present class, that of 1940, has 101 prospective graduates. In 1921 the school was accredited by the Southern Association of Colleges and has retained this rating, which enhances the value of its diplomas and assures the pupils and the public that certain high standards are being maintained.

The Minden schools serve an area of 148 square miles. During the six years following 1921, eight schools—Mims, Turner, Rocky Comfort, Rocky Ridge, Beech Springs, Antioch, Pine Grove, and Oak Grove—were consolidated into the Minden school. At present 462 children from the rural districts are brought into Minden on seven specially designed trucks. The

schools are organized on the 7-4 plan. We have one high school and one grammar school located on a twenty-acre campus and under the same administration. The high school has an enrollment of 400 pupils, and the grammar school an enrollment of 900. There are forty-three teachers in the system, eighteen of whom are in the high school.

The school day is made up of five seventy-minute periods; a thirty-minute activity period used for clubs, music, assemblies, and home-room work; and a thirty minute period for remedial or special work. In addition to this, any pupil may come in before his school day begins for conferences, help, and library work. Of the seventy-minute period, approximately thirty minutes are used for directed study and use of library materials. The school library, a branch of the Webster Parish Library, gives an unusually good service, supplying teachers and pupils with any material requested.

The school has a good "holding power" in that comparatively few starting in high school fail to complete the four years of work. About one-third attend college and have established a reputation for superior work. The others do clerical work, for which they have been trained by the commercial department, enter training for nursing, or adjust themselves to other phases of the life of the country.

Besides the regular curriculum, several elective courses have been offered by the school. For a few years after 1910 agriculture was taught and was a very popular subject. However, it was discontinued because of lack of suitable land. Public school music was first taught in 1907 and remained, except for one or two years, in the course until 1932. For the past few years a full time instructor has had charge of public school music in the entire school system. Last year the glee club, consisting of about twenty-seven members, received a rating of "superior" at the state meeting. For many years there have been a school band and an excellent piano department. At present the band has eighty pieces and has received excellent rating for the past few years. In the fall of 1925 the commercial department was organized and has been an important part of the curriculum. Another phase of the school work is the home economics department, which for several years in succession has won first place at the State Fair. The school has splendid library facilities, being part of the Webster Parish Library system. Miss Lillian Phillips, a trained librarian, has been librarian since 1929. The manual training department was added in 1938. The entire student body takes great interest in the publication of the school annual and school paper each year.

The high school has always had an active interest and an enviable record in athletics. In 1921 Minden played in New Orleans for the state football championship, and the school has been well represented in all athletic contests during the period from 1921 to 1938, when it won Class A championship in football for North Louisiana. Along with football has developed

a well-rounded physical education program. A gymnasium, with a swimming pool and all modern equipment, was ready for use at the beginning of the 1939 session. Regular periods have been set aside during which the coaches direct all boys in physical and safety education and a teacher has been employed to direct the girls.

On the whole, up until the session of 1938-39 the Minden School might well have been classed as the traditional type school. The curriculum was set up by the State Department of Education, which selected and supplied the textbooks. However, in the spring of 1938 the school was selected by the Southern Association of Secondary schools to take part in the Southern Study. Three representatives from the school attended the workshop in Nashville, Tennessee during the summer of 1938. A discussion of the type of work attempted by these teachers, after attending the workshop, appears in the August, 1939, issue of the Southern Association Quarterly. Six representatives from this school also attended the 1939 workshop held in Chapel Hill, North Carolina. It is very evident that we are slowly improving our methods of working with youngsters since entering the study. Such things as student participation in planning, carrying out, and evaluating work is finding a definite place in the school program. Individual differences of students is receiving more attention. Meaningful life-experiences are being substituted for the traditional textbook assignments. All told, this type procedure is resulting in a more democratic learning situation, which we feel is functioning in the lives of our youngsters.

President John Crumpton Hardy and Mary Hardin-Baylor College

By E. G. Townsend
Dean Emeritus, Mary Hardin-Baylor College

Mary Hardin-Baylor College, located at Belton, Texas, will celebrate its one hundredth anniversary in 1945. The College was chartered nine years after the decisive battle of San Jacinto, the battle that gave Texas her independence. The College has thus literally grown up as a part of the civilization of the state and has contributed a large share to it. For forty years and more it was the principal school for girls in the entire state and therefore provided cultural opportunities for the most ambitious daughters of the rapidly growing commonwealth. In 1886 the college was moved to its present location, more nearly in the center of the state. It has always been serious in purpose and has sought to maintain high standards of education. Its presidents have been cultured, scholarly men.

In 1912 John Crumpton Hardy became president. He was born in Hardyville, Newton County, Mississippi, December 24, 1864. His ancestors were of early American stock. His mother was a sister of Dr. W. B. Crumpton, a prominent leader in Baptist affairs in Alabama and Mississippi. The foundation of the strong character possessed by President Hardy was laid, first in a Christian home, then continued in a Christian college. He acquired a good education, first in Mississippi College, then in Millsaps College, and later at Cornell and the University of Chicago. He held the degrees of A.B., A.M., and LL.D.

Dr. Hardy won recognition for distinguished service in Mississippi. He was superintendent of schools in Jackson for ten years and president of Mississippi Agricultural and Mechanical College for thirteen years. He served as president of the State Teachers Association and a member of the State Board of Examiners. He was president of the Board of Trustees of the Blind Institute, and a member of the State-House Commission to build the present Capitol building of Mississippi.

Included among the many qualities which Dr. Hardy possessed that led to success was an alert energy that enabled him to foresee an emergency and immediately prepare to meet it. He took nothing for granted but exhausted every resource at his command to make each session a success. He had a tireless energy that never lagged. Whatever he did and wherever he went, it was all to one definite end. He always tried to surpass his own record. Every year must be better than the last. He trusted his associates ; when he asked a service of them, he did not interfere as long as they succeeded in the task. He knew how to work with people as they were ; he did not ex-

pect perfection. If the individual was loyal and capable, he would overlook many faults. He had a warm, emotional nature and immediately responded to friendliness and affection.

Mary Hardin-Baylor College has taken an active part in the educational growth of the state for the last forty years. She participated in the conferences which resulted in placing the standardization of high schools, first under the University of Texas, and later under the State Board of Education. She was a charter member of the Association of Texas Colleges. Under President Hardy, the college has been alert to meet the changing demands of a changing civilization. There have been frequent revisions of her curriculum. Her growth to her present position of influence is due largely to the energy and foresight of Dr. Hardy.

The outstanding achievements of the college during the presidency of Dr. Hardy were along four lines. First, the enrollment during his term of service included more than 20,000 students, of whom 1,391 were graduated with bachelor's degrees. Second, the physical properties were enlarged from two buildings and twenty acres of campus, to eight buildings and a campus of seventy-five acres: an endowment fund of $750,000 was secured, and a student aid fund was more than doubled. Third, the college was entirely reorganized and membership in various standardizing agencies was secured. Fourth, the college was popularized to a large body of constituents who continue today as her steady patrons and friends.

Because of failing health, President Hardy resigned in June, 1937. He died October 30, 1938. Dr. Gordon G. Singleton of Georgia succeeded Dr. Hardy as president without an interim. He has already shown his ability to preserve the traditions of the past and to take his place in the lengthening line of noble leaders at Mary Hardin-Baylor.

Historical Sketch of Randolph-Macon Woman's College

By M. Carrington Shields
Randolph-Macon Woman's College, Lynchburg, Virginia

The drive that was to bring to Virginia its first endowed college for women, and that was to focus attention upon the inadequacy of higher and secondary education for women in the South in the 1890's, came from William Waugh Smith. Dr. Smith had been associated with Randolph-Macon College in Ashland, first as a student in 1868, later as a professor in 1878, and as its president from 1886 to 1893. During his presidency, Dr. Smith not only expanded the existing facilities for the education of men in the state by establishing two academies for secondary work, but he also set up a college for women. Later as president of the woman's college he aided in founding a preparatory school for girls. These institutions, established under a charter granted the Board of Trustees for Randolph-Macon College by the state of Virginia in 1830, were governed by the one board within the Randolph-Macon System.[1]

The movement for an endowed woman's college in the Virginia of 1890 met three deterrents; namely, financial difficulties, a doubt as to the necessity or advisability of educating women, and the failure of secondary schools to provide well prepared students. These factors were by no means encountered only in Virginia, for similar difficulties had beset the establishment of woman's colleges in the North and East since 1850. From the reminiscences of men and women associated with Dr. Smith we may conclude that each of the three difficulties was met in its turn by the determination and resourcefulness of a man not always popular with his contemporaries nor even popular with those whose interests he was serving; but of one who could make "men, and foundations too, believe in his ideals and his gradual achievement of them."

With a shrewdness for turning the interest of any person, whatever his work or creed, to the support of the new institution, Dr. Smith secured in three years the funds necessary to open Randolph-Macon Woman's College. Virginia was at that time in the midst of a land boom. The enthusiasm for venture, characteristic of such periods, was directed to helping build the college. If a man's interest were cultural, the college would contribute to culture. If his interest were commercial, the college would stimulate busi-

[1] Three of the five institutions are still within the System. These are Randolph-Macon College, Ashland, established in 1832; Randolph-Macon Academy, Front Royal, established in 1892; and Randolph-Macon Woman's College, Lynchburg, established in 1893. The Academy in Bedford, established in 1890, was closed in 1932; and the preparatory school for girls in Danville, Randolph-Macon Institute, established in 1897, was sold in 1930 and became Stratford College.

ness. If his emphasis were on the religious, the college would foster the spiritual development of women. When the boom burst, and the bank panic of 1893 with other disheartening events threatened to destroy the financial backing already promised, Dr. Smith's advisers agreed that to abandon the enterprise would be justifiable. Such was not Dr. Smith's own conviction, and by September, 1893, buildings valued at $70,000 had been erected and an endowment of $106,000 had been subscribed.

Before the college's founding was assured and long before the financial difficulties had been met, the Board of Trustees of the Randolph-Macon System, while accepting Dr. Smith's belief that woman was a creature capable of learning, sought to allay those prevalent fears that to educate woman was to destroy her graciousness and charm. To that end, in 1891, the following resolution was formulated:

> We wish to establish in Virginia a College where our young women may obtain an education equal to that given by our best colleges for men, and under environments in harmony with Southern ideals of Womanhood; where the dignity and strength of fully developed faculties and the charm of highest literary culture may be acquired by our daughters without loss of woman's crowning glory, her gentleness and grace.[2]

Our best comment on the probable necessity for this dictum has been made by Mrs. Sallie T. M. Harmanson, who has been connected with the college since its founding. She was a member of the first student body, and later an instructor under Dr. Smith. At present she is a professor of Romance Languages at Randolph-Macon. She says:

> President Smith was an educational pioneer of keen discernment and of sound judgment. He realized that his zeal for this new undertaking had to be balanced by wisdom. He foresaw the many prejudices that he would probably encounter in the South in establishing a college for the higher education of women. He knew the great value of tact, he felt that too sudden or too radical innovations, especially in the State of Virginia, would forestall the accomplishment of his purpose.
>
> Even after the college had become a surety, after it had stood in part at least, in concrete form in Rivermont, a suburb of Lynchburg, many were the doubts entertained and expressed as to its ultimate success and the good it would accomplish. In the hearts of some "so-called" old-fashioned people there was great fear as to what would be the nature of the finished product, this sort of *superwoman*, who was to equal if not surpass, in scholarly attainments the brother student at College in Ashland or elsewhere in some other of the accredited colleges for young men in the country. Hence of peculiar interest, as expressing the purpose of the Founders is the following statement, given out by Dr. Smith . . . "We wish to establish in Virginia . . ." (as quoted above).[3]

In addition Elizabeth Barber Young has said:

> It cannot now be precisely determined by what concurrence of events those who organized the first standard college for women in the Commonwealth of Virginia

[2] *Catalogue*, 1893-94, Randolph-Macon Woman's College, Frontispiece. Included also in catalogues for ensuing years.

[3] Sallie T. M. Harmanson, *Randolph-Macon Woman's College: A Sketch*, p. 6.

were led to this little creed. In a critical analysis of such a definition of purpose, consideration must be given to the fact that in the period in which Randolph-Macon Woman's College was established, the Old Dominion was not only sadly in arrears in providing for woman's higher education, but sluggish with regard to the need of improving existing conditions.[4]

Light on Dr. Smith's own philosophy on the education of women has come to us from the manuscript of a lecture found in 1936 among his papers. Nothing on the script indicates when or to whom the paper was read. It reads:

> What is the highest education to which our women should aspire?
>
> Where a woman is to devote herself to some profession or calling she should have the fullest training for it. Hence some may rightly study for the M.D. degree and practice medicine; others, perhaps, for the B.L. and enter law; some for the Ph.D. and become investigators in science, history, etc., and guides in the higher learning.
>
> But all these are exceptional women. Such were Maria Mitchell, Frances Ridley Havergal, Frances Willard. The great majority are happily destined to be wives, mothers, home-makers, and as such have no need to specialize in the directions indicated. Woman's education naturally ends with the broad, cultural courses of the college as represented by the A.B. and A.M. degrees.[5]

The inadequate preparatory facilities for women at that time were met in part by the inclusion of introductory classes in the first course of study at Randolph-Macon. Up until 1898, a year after Randolph-Macon Institute had been founded, these courses were retained and day students were admitted to a preparatory department.

On September 14, 1893, with the major problems partially solved, Dr. Smith brought together a faculty of eight professors and two assistants for the first session at Randolph-Macon Woman's College. Efforts had been made to secure a suitable president for the new institution. Dr. Richard W. Jones, who had had experience in building up a college for women in Mississippi, had been interviewed and elected by the Board of Trustees to fill the place. One visit to the site of the college, where "the walls of the main building were then about four feet high and the campus was an old field full of gullies of red mud," discouraged Dr. Jones and caused his resignation. Dr. Smith became the college's first president.

Through the work of the president and faculty, Randolph-Macon was soon to take its place beside those colleges for women in the East that had grown since 1855, the date of the establishment of Elmira College. Elmira is cited as the "oldest existing woman's college in the United States which succeeded in attaining standards in a fair degree comparable with men's colleges at the very beginning of her career."[6] In 1895 Randolph-

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[4] Elizabeth Barber Young, *Curricula in Seven Selected Women's Colleges*, Teachers College, Columbia University, Contributions to Education, No. 511, p. 103.

[5] William Waugh Smith, "The Education of Women in the South," *Alumnae Bulletin*, Randolph-Macon Woman's College, April, 1936, p. 4.

[6] Thomas Woody, *A History of Women's Education in the United States*, Vol. II, p. 184.

Macon was listed by the United States Commissioner of Education as one of the fifteen colleges for women in Division A, and was the only woman's college south of the Potomac so classed. In 1902, Randolph-Macon became the first woman's college to be admitted to the Association of Colleges and Preparatory Schools of the Southern States, now the Southern Association of Colleges and Secondary Schools.

The Carnegie Foundation for the Advancement of Teaching, endowed in 1905, placed Randolph-Macon on its list of accredited colleges in 1907. Vanderbilt and Tulane Universities were the only other Southern institutions so recognized. In selecting institutions for this list the Foundation considered only those free from the control of any organization except their own self-perpetuating Boards of Trustees. The story of the college's brief association with the Carnegie Foundation has been clearly told by Mrs. Harmanson. Application to the Carnegie Foundation had been made by Dr. Smith. Mrs. Harmanson tells the story as follows:

[Admission . . .]
. . . was permitted by Dr. Henry S. Pritchett and those in authority (for the Foundation) on the stipulation that the Board of Trustees of Randolph-Macon "should remain free from the control of any other body"—in fine, the (Methodist) Church. Dr. Smith had made application on the grounds that the Woman's College was owned and controlled by a self-perpetuating" body, chartered by the State, and that while at all times there was recognized a traditional friendship and sympathy existing between the two patronizing Conferences of the Methodist Church and the Randolph-Macon Colleges, the Trustees had not always been Methodists and that there was no clause in the charter requiring this. Thereupon the Board of Trustees adopted the following resolution: "That in the conduct of the Randolph-Macon Woman's College no denominational test is imposed in the choice of trustees, officers, or teachers, or in the admission of students nor are distinctive denominational doctrines or tenets taught to its students." This action was satisfactory to the Executive Committee of the Carnegie Foundation, who voted "in view of the academic standards maintained by the college" to include Randolph-Macon Woman's College in the list of those whose teachers were entitled to the benefits of the retiring allowance system. The action of the trustees, however, raised a strong protest in the two Conferences concerned, and, as a result of the discussion which lasted more than two years, the following resolution was finally adopted by the trustees: "Be it Resolved, That when a vacancy occurs in the Board of Trustees, such vacancy shall be filled by the election of this Board, but before such election the name of the person proposed to fill such vacancy shall be submitted for approval to the Conference within whose bounds such vacancy shall occur, and, upon approval, he shall be elected by the board."

This last resolution, a copy of which was sent to the proper authorities of the Carnegie Foundation, was construed by them as being an admission of the ineligibility of the Woman's College to membership, and Dr. Pritchett in his report for 1909 said: "In accepting this notification of withdrawal of one of the Randolph-Macon Colleges, the Foundation extends to both the college for men and the college for women its heartiest good wishes and its hope for a vigorous and fruitful life."[1]

Following Dr. Smith's death in 1912, the granting of a charter of Phi

[1] *Op. cit.*, p. 21-22.

Beta Kappa was delayed until 1916. In 1917 Randolph-Macon was put on the accredited list of the Association of American Universities. In 1919 its alumnae were made eligible to membership in the Association of Collegiate Alumnae, now the American Association of University Women. The college is also a member of the American Association of Colleges.

The need for an institution which departed from the gentler educational methods of the female seminary is attested by the increasing number of matriculates during Randolph-Macon's early years. Seventy-seven students from Virginia, North Carolina, Texas, Maryland, and Louisiana were enrolled for the first session (this does not include the students in the preparatory department) ; 125 enrolled in 1894-95 ; 232 from twenty states in 1897-98 ; and in 1907-08, 390 from twenty-five states. The capacity of the dormitories now limits the student body to 595, in which about thirty-five states and three foreign countries are usually represented. Property was valued at $120,000 in 1893 and endowment at $106,000. The 1938-39 *Catalogue* lists these as $1,885,000 and $1,205,000 respectively.

Whatever weaknesses the admission of inadequately prepared students imposed in the beginning, and however experimental the financial adversities may have made the whole project appear, at its founding Randolph-Macon Woman's College held rigidly to the requirements for the bachelor's degree which it had taken over in whole cloth from Randolph-Macon College. Indeed, as Miss Young observes : "Often impressed upon the students of the Woman's College though the purpose was [that is, to maintain "gentleness and grace"], it found no tangible manifestation in the principal curriculum leading to the baccalaureate degree."[8] In fact, the purpose as stated in the Prospectus, published in 1892, was simply : "In planning the Randolph-Macon Woman's College, it was the purpose of the trustees to establish an institution where young women should have educational advantages equal to those afforded young men at our best Virginia Colleges for males." The program with which Dr. Smith was familiar was that of Randolph-Macon College. Emulation of the "best" in men's colleges when founding those for women was not peculiar to the South. Rather was the standard set for men the yardstick by which higher education for women was to be measured wherever and at whatever time such facilities were to be made available to them.

In 1893 Randolph-Macon Woman's College offered instruction in English, Latin, Greek, German, Franch, mathematics, psychology, pedagogy, elocution, music, art, philosophy, physics and astronomy, chemistry and geology, biology, hygiene, and physical culture. This course of study led to three degrees : a bachelor of letters, a bachelor of arts, and a master of arts. No reasons for offering the B.Litt. were given, nor does this degree

[8] *Op. cit.*, p. 107.

figure prominently in the records of the college. Its requirements were less stringent than those for the A.B. The degree was dropped in 1900.

The A.M. was taken by more than half of those who received the bachelor's degree before 1900; but as graduate instruction has become the province of universities and of the more heavily endowed women's colleges, fewer students have taken the Master's at Randolph-Macon. The degree was discontinued after 1935.

The bachelor of arts degree was, at the opening of the college, based on requirements from which there was no deviation, though study under a modified form of the "elective" or "school" system was permitted for a number of years. In this way a student who could not follow the regular curriculum was allowed to take work in one field. Upon completion of the course of study in that field, she was given a certificate or special diploma.

The first curriculum for the bachelor's degree included six courses in Latin, covering three years and beginning with Cicero's *Orations* and *Selected Letters;* four courses in mathematics including higher algebra, solid geometry, a second course in algebra and plane trigonometry; one year in rhetoric and English literature, and one year in Old English; two-year courses in German based on one year of previous study; one year-course in French and another in chemistry; a year's course in psychology; a semester's course in each of the following: biology, physics, and astronomy; one year-course in logic and ethics and another in political economy; and physical culture for one year. For this degree the following options were allowed: French could be substituted for German; theoretical pedagogy and history of education for political economy; and two years of Greek could be substituted for French and German.

A complete reorganization of the work leading to the bachelor of arts degree took place in 1898. Of 136 hours required for graduation, 59 per cent were required without choice; one per cent was required within specified subjects; and the rest was to be taken in one of nine groups determined by the student's major interest. These fields were English, Latin, modern languages, philosophy, history, mathematics, chemistry, physics, and a general course. Prescriptions within these groups were rigidly fixed.

Under this curriculum the following were required for graduation: English, 12 hours[9]; mathematics, 8 to 12 hours; chemistry, 6 hours; history, 6 hours; French, 6 hours; German, 6 hours; or, for French and German, Greek, 12 hours; biology, 6 hours; psychology, 6 hours; pedagogy, 6 hours; English Bible, 4 hours; logic and ethics, 4 hours; government and economics, 6 hours; and elocution, 2 hours, plus one year of physical culture.

In 1900, when there was seen the first evidence of standardization of requirements for graduation among colleges, which probably came from the

[9] Although at this time, 1898, and on through 1936-37, courses at Randolph-Macon were credited in session rather than semester hours, all hours stated here are the latter.

influence of regional accrediting associations, further changes were made in the curriculum at Randolph-Macon. The work for the A.B. was brought down to 120 hours, with 55 per cent required in specified subjects, 30 per cent in groups, and the remaining 15 per cent were allowed as free elective. Again in 1907 a scaling down of absolute requirements made this work only 50 per cent of the curriculum, and 20 per cent were allowed as free elective. Not included in the 50 per cent, was the choice between Greek or a combination of French and German. Approximately 30 per cent was to be done in one field.

The major subject was introduced at this time to take the place of the general field of interest. Selection of courses within this subject was not prescribed as it had been, but was made to depend upon consultation with the professor of that subject. This curriculum with minor adaptations was to be followed until 1929-30. Honors courses, for independent research work by capable and qualified students, were provided in 1925-26. In coöperation with the Delaware Foreign Study Group, provision was made in 1926 for students in French, acceptable to the group, to spend their junior year abroad.

The subject requirements made under the curriculum of 1907-08 were: English, 6 hours; Latin, 6 hours; mathematics, 8 hours; Greek, 12 hours; or French, 6 hours, and German, 6 hours; history or political science, 6 hours; biology, chemistry, or physics, 12 hours (in two of the three subjects); philosophy and psychology, 6 hours. The major subject could be selected from English, Greek, Latin, German, French, philosophy, history, mathematics, chemistry, physics or biology.

The curriculum adopted in 1929-30 made but two subject requirements: English, 6 hours; and religion, 4 hours. In addition three subjects were to be chosen from the four following: first, Latin; second, mathematics; third, a group including French, German, and Greek; and fourth, a group including biology, chemistry, and physics. These were considered as continuation courses and were planned to relate the freshman and sophomore years in college to the high school work. From four additional groups, one made up of the humanities, another of languages, a third of natural sciences and a fourth of the social sciences, prescriptions were based upon previous work done by the student in preparatory school or in college. Under this curriculum, 58 to 82 of the 120 hours for graduation were prescribed, exclusive of the major and minor subjects. Eighteen hours work was to be done in a major subject, and twelve in a minor.

Changes made in 1937-1938 added 6 hours of modern history to the requirements of English and religion, and raised the latter to 6 hours. Other prescriptions were made in groups: a foreign language group includes French, German, and Latin; a physical science group includes chemistry, mathematics, and physics; a biological science group includes biology, bot-

any, zoölogy, and psychology; a social science group includes economics, sociology, and political science; and a last group includes ancient history, classical civilization, and history of philosophy. Thirty-six hours are required in one field of concentration, with twenty-four in a major subject and twelve in a related subject arranged by the major adviser. Under this system eighteen hours in specified subjects are required, thirty-six to forty-two hours are assigned to specified fields with option as to the subject within that field, and thirty-six hours work must be taken in a major field selected by the student. The remaining twenty-four to thirty hours are free electives.

Two departments have been dropped during the history of Randolph-Macon. Elocution was discontinued after 1903, though courses in oral interpretation and fundamentals of speech have recently been set up in the English department. A department of geography and geology was introduced in 1928-29, but dropped three years later.

Psychology, which by 1890 was becoming independent of philosophy and emerging as an experimental science, was introduced as such by Celestia S. Parrish when Randolph-Macon was founded. Miss Parrish was professor of pedagogy, psychology, and mathematics at Randolph-Macon during the first seven years of the college. From her work as a student under Tichenor at Cornell University, Miss Parrish became convinced of the wisdom of studying human behavior from the experimental point of view. She brought a few pieces of apparatus to Randolph-Macon in 1893, and with a grant from Dr. Smith, said to be twenty-five dollars, she set up additional facilities. Experimental psychology, including that past the introductory level, has been taught ever since. Lectures in both child psychology and psychology as applied to education were offered at Randolph-Macon before 1900. Interest in Miss Parrish's advanced ideas brought adults from Lynchburg to her classes.

Laboratories in the Carnegie Science Building, completely renovated in 1938 and named in honor of Celestia S. Parrish, expanded the facilities for psychology. This completed the project of modernizing the laboratories for the sciences undertaken when the Fernando Wood Martin Science Building was erected in 1937. Funds from the General Education Board of New York, and gifts from alumnae, students, the college's faculty and staff, and other friends were used for this building.

Recognition of the special departments, art and music, as contributing more than a minimum number of hours to the A.B. degree and as fields for major study has come only since 1937. In art both technical courses and courses in history of art have been taught since 1893. Technical courses did not count toward the degree until 1937, and not until 1938 was the department ranked with the purely academic departments in being admitted as a major subject. Courses in instrumental music, including graded courses in piano, violin, and voice, and in the historical and theoretical phases of music

instruction have also been given since the first years of the college. While not being credited toward the degree except within certain limitations, hours taken in this department led to a "certificate in music." Beginning in 1939 music will take its place with art and the academic subjects as a field for major work.

Rigid as were the requirements for graduation from the college at its beginning, basis for the admission of students were ignored completely in the Prospectus, published in 1892. A comment on the spirit in which students enrolled is made by Roberta D. Cornelius[10]: "From reminiscences published in the first annual, *Maconiana*, 1899, one learns that some of the pioneer students, brought up in the tradition of the seminary for young ladies, came to this new school of Dr. Smith's expecting to get a master's degree in one year. They discovered, however, that they had entered a woman's college and that they might consider themselves fortunate if, at the end of four years, they were rewarded with an A.B." In the catalogue for 1893-94, entrance requirements were referred to in the statement: "Students will be enrolled in appropriate classes after conference with the President and Professors." And in 1896-97 the following was said: "Boarding students applying for matriculation must be prepared to enter at least three of the literary courses in the 'Course of Instruction'." In 1900-01 the requirements for entrance were crystallized for the first time according to the college entrance requirements of the New England, Middle States, and Southern States Associations of Schools and Colleges.

The Greek department has, through its revival of the ancient Greek dramas, taken a unique position among undergraduate classics departments. Since 1909, Professor Mabel K. Whiteside has directed twenty-five plays from Aeschylus, Sophocles, and Euripides, and Aristophanes. The original language has been used in the presentations; and speaking roles as well as the parts in the choruses have been filled by students in her department.

In two fields outside the purely academic life of the college, Randolph-Macon has acquired collections of value in undergraduate study. One, the art collection of contemporary American paintings and prints from the representative masters, is used for what may be called laboratory study in the history of art. The other, the rare book collection, a project of the Alumnae Association of the college, will soon house a complete collection of the writings of Virginia woman.

The continuation of Dr. Smith's work in establishing in the South a ranking liberal arts college, privately endowed, has gone ahead under succeeding presidents. Dr. William A. Webb held this position from 1912 until his death in 1920. Dr. Dice R. Anderson followed Dr. Webb, and resigned in 1933 to accept the presidency of Wesleyan College in Georgia. He was

[10] Roberta D. Cornelius, "Randolph-Macon Woman's College, 1893-1937," *Alumnae Bulletin*, June, 1937, p. 8.

succeeded by Dr. Theodore H. Jack who is president of Randolph-Macon now.

In 1893, when the wisdom and the possibility of educating women were doubted, when funds for providing a simple course of study were difficult to find, and when women of college age were inadequately prepared for undergraduate work, Randolph-Macon Woman's College gave to women in the South their first opportunity to receive an education comparable to the best provided for men in their own section of the country. The college has grown as this type of education has been accepted.

May's Lick Consolidated School

By Emery H. White
Principal of May's Lick Consolidated School, May's Lick, Kentucky

When the early settlers in Kentucky undertook the planning of educational facilities for their children they found it necessary to place small schools in each small community. Methods of transportation were poor, and the few roads were merely space cleared of trees. The one-room "little red schoolhouse" continued in Kentucky for over a century. In fact, it is still found in isolated sections.

After the enactment of the Sullivan School Law in 1908 the county board of education of Mason County, Kentucky met to decide whether or not Mason County would have a high school and to locate this school. The citizens of the community of May's Lick banded themselves together and formed the May's Lick Improvement League, which is still in existence. This organization entered into contract with the county board of education to provide approximately one-third of the cost of the building and ten acres of land provided that a consolidated school of twelve grades with the best equipment obtainable be put into operation at May's Lick. This school became the first consolidated school in Kentucky and also the first south of the Ohio River.

School opened in 1910 with Mr. Fred Gaither as principal. Seven wagons were purchased at $165 each, and contracts were drawn for seven teams with drivers at forty dollars a month. The custom of a community Thanksgiving dinner was started in 1911. A dinner has been held at the school every year since that time.

A few years later as the school continued to grow the problem of finding suitable residence facilities for the faculty arose. A teacherage was built, which at the present provides apartments for the principal and his family and eight women teachers. The remainder of the faculty continued to live in the various homes of the community.

In 1922 May's Lick Consolidated School entered the Association of Colleges and Secondary Schools of the Southern States and has been in continuous membership since that time.

In the late twenties the need for more space was felt, and a new high school building was constructed, leaving the first building for the use of the lower grades. A new vocational arts building was needed in 1938, and it should be completed by September, 1940.

At the present May's Lick Consolidated School has an enrollment of 314 with a faculty of twelve. Seven new-type buses are used in covering an area of approximately one hundred square miles. High school students from Sardis Elementary School are also brought to May's Lick by bus.

In the past thirty years education has traveled far—who may say where we may be in 1970?

San Marcos Academy

By Brooks Holt
San Marcos Academy, San Marcos, Texas

A Christian school for the purpose of intertwining Christianity with the already established methods of secondary education was born in the minds of Baptist leaders of Southwest Texas in 1906. With the predominant aim of developing Christian young manhood and womanhood, San Marcos Academy became a reality in 1908 when Carroll Hall, a combined boys' and girls' dormitory, class-building, and school center was dedicated after persistent and conscientious effort had been expended by Dr. J. M. Carroll, leader of the movement and the school's first president. He was assisted by hundreds of Baptist ministers and laymen. The early leaders, seeing the possibilities of the school, set forth immediately upon the task of building other necessary buildings on the beautiful hilltop campus which overlooks the San Marcos river valley, until today there are fourteen structures in all.

Students by the hundreds found their way to San Marcos, coming from Texas, numerous other states, and foreign countries. The school was proving its worth by the product it turned out. San Marcos was also beginning to be known for its most pleasant climate and beautiful natural surroundings. Dr. Carroll in the *Baptist Standard*, denominational paper, wrote, "The beauty of the place is indescribable. The healthfulness of the place cannot be surpassed. It is indeed a health resort. The morals of the place are in the superlative degree. There are no saloons, no gambling houses, no houses of ill repute. It is the best place I know in the state of Texas for a good academy and for regular academy students."

By accepting both boys and girls from the first through the eleventh grade the school became unique from the beginning. Today it still stands as unique among the schools of the South, being the only one of its kind in the vast educational set-up.

From the ringing of the first bell through the administrations of Dr. J. M. Carroll, Dr. T. G. Harris, Dr. J. V. Brown, Grady Littlejohn, J. E. Franklin to the administration of R. M. Cavness, the school's present head, the Academy has been known as a school with a high purpose based on Christ's teachings. The school has experienced its hard times and once was pulled from the depression's depths by R. M. Cavness, a man who is undaunted in his belief that Christian Education of the type offered by the Academy has a definite place in education. Today San Marcos Academy is going forward rapidly. Adequate dormitories, classroom buildings, gymnasium, and athletic fields take care of young boys and girls, some of them hundreds, even thousands, of miles away from home.

The school has not been narrow in its views nor broad-minded to the ex-

tent of ignoring moral issues that are as vital today as they were a generation ago. A distinct departmentalization of girls and boys of various ages has been perfected whereby each student can live normally with those of his own age and capabilities. Deans and their assistants plan the programs for the benefit of their particular department under guidance and helpful advice from the president of the school. Each dean knows the aptitudes and personal needs of the age-group under his or her supervision and so endeavors to promote a normal home atmosphere. A religious program with student leadership and faculty supervision is interwoven into the daily activity program. Twilight finds the various groups in a brief devotional period preceding the supervised dormitory "study halls." No effort is made to proselyte, each student having the opportunity to worship on Sunday in the church of his choice. From these devotional periods come the background for character molding and Christian ideals.

San Marcos Academy promotes and maintains varsity athletic teams in all the major sports, competing in the Southwest Academic League, which is made up of private schools of like nature in central Texas. Academy athletic prowess has been demonstrated consistently, its football team having won the championship for the past two seasons and being favored to win the current campaign. Operating under Section 55-C of the National Defense Act, the school promotes a military organization to make gentlemen of cadets, not soldiers. The basic military movements and courtesies are taught. Although not strictly military, a well-organized unit gains praise from United States Army officers each year at the annual Federal Inspection. An armory, rifle range, and a large drill field aid materially in this portion of the cadets' life. The motto of the corps is: "Be a gentleman always."

Believing that the study of fine arts makes for a richer life, the school offers private instruction in piano, art, wind and string instruments, voice, and speech arts, each under university-trained teachers. Numerous contests have been won by students of each department. A military band, drum and bugle corps, string ensemble, mixed glee club, girls' sextet, boys' quartet, and girls' trio, make up the fine arts organizations.

Does the Academy endeavor to keep pace with the advancing educational principles of a progressive civilization? This is a question often asked by those connected with state institutions of learning. The school answers in the affirmative and says that modification of instructional methods are called for when present methods prove to be inferior. The students are entitled to best possible instruction. Thirty-one and one-half units are affiliated with the State Department. Graduates enter colleges and universities without entrance examinations. Teachers follow carefully the course of study recommended by the State Superintendent of Public Education. The publishing of the weekly newspaper and yearbook is done in connection with

the English Department so that the students will benefit from shouldering the responsibilities involved. Student initiative is stressed in all phases of extracurricular activity.

Does the Academy have a definite place in the educational scheme? Emphatically, "Yes," with no reservations. Since the percentage of divorces has risen steadily in the past few years, more children have been handicapped in their home life. San Marcos Academy offers to the parents of those children a school home for normal development. Character references are required for entrance. Many public schools are overcrowded, resulting in inferior work by the student. Small classes make individual instruction in the Academy possible. The president and faculty of San Marcos Academy feel that it has a more important role to serve today than any time in the last two decades. A recent evaluation by the administrative officers placing a subjective evaluation on the primary reasons which cause students to attend the Academy reveal the following interesting percentages. It is readily to be recognized that a combination of two or more of the reasons often actuates parents, but the administrative officers have assigned one reason as predominant and classified each student according to this dominant consideration. The classifications of expressed needs are as follows:

1. Greater individual attention from teachers, 18 per cent.
2. Boarding facilities because of inaccessible or inconvenient schools, 10 per cent.
3. A new "start" on account of retardation from ill health, 3 per cent.
4. Social adjustments, 40 per cent: (a) "only child," 4 per cent, (b) "reared by grand-parents," 1 per cent, (c) children adopted out of orphanages, 2 per cent, (d) breakdown of the home from divorce or lack of discipline, 30 per cent.
5. Change of climate (asthma and sinus infection sufferers), 3 per cent.
6. Special advantages in fine arts, 2 per cent.
7. Military training, 15 per cent.
8. Christian ideals, 15 per cent.

History of Louisiana Polytechnic Institute

By Mrs. Fairy C. McBride, *Secretary to the President, Louisiana Polytechnic Institute*

The early history of the Louisiana Polytechnic Institute, Ruston, Louisiana, was intertwined with the educational efforts of the people of this section of the country, an Anglo-Saxon population of culture and refinement with ambition for higher education. Before the Civil War the Vienna Academy was the center of education, where many of the most prominent leaders of past years received their training. Amid the hardships and struggles of post-war days, Ruston College was founded in 1884. In addition to this, public interests and efforts brought into being an unusual educational venture known as the Chautauqua Association, which was operated from 1891 to 1905. This organization provided opportunities for higher educational training as well as entertainment furnished by the most noted personalities of the times, filling a need and desire for the better things in life.

The Louisiana Industrial Institute and College (the present Louisiana Tech) came into being with a legislative act of 1894, opened for operation in the fall of 1895, reaping the harvest, in a measure, of the above mentioned institutions and organizations. The purpose of the school was "the education of the white children of Louisiana in the arts and sciences." Colonel A. T. Prescott was the first President and stood at its helm for four years. However, early in her history, Louisiana Tech felt the pressure of financial reverses, and the future seemed not so promising for the young institution, entirely dependent on state appropriations to face the growing demands of a population hungry for knowledge. The physical plant consisted of a small two-story brick-building with eight classrooms, two laboratories, two offices, and a small auditorium. With the years came additions to this building, and gradually new buildings came into being. Today, still being pressed for further expansion, the college consists of twenty buildings with three others under construction, providing accommodations for more than 2,000 students. The campus originally included twenty acres and has gradually grown to 130 acres with a 295-acre farm in addition.

Each president left a mark of improvement either in physical expansion, curriculum building, or both. When Colonel Prescott resigned, Mr. W. C. Robinson, then in the Mathematics department, was elected to the presidency and served for one year. Then came President James B. Aswell, a noted orator who succeeded in getting a large appropriation from the legislature with which he more than doubled his faculty and began a building program on the campus. He served as president for four years (1900-1904) and was followed by President W. E. Taylor (1904-1906), who employed the first art teacher. Then came President C. E. Byrd (1906-1907), who was followed by President J. E. Keeny. He served for nineteen years (1907-

1926) and under his administration there was advancement in every direction. He was a careful financier and also had an interest in building curricula to meet the various needs of the students. The outstanding achievements of his administration were the creation of the department of teacher-training and changing the name of the college from Louisiana Industrial Institute to Louisiana Polytechnic Institute by the constitutional convention of 1921.

President John R. Conniff (1926-1928) worked especially to beautify the campus, and it was under his administration that the college was admitted to the Southern Association of Colleges and Secondary Schools, and also to the American Association of Colleges. President G. W. Bond (1928-1936) was at the helm during the trying times of the most recent "depression" and managed to keep the institution on a sound financial basis in spite of inadequate appropriations. Some special appropriations were made for buildings and improvement of the physical plant during his administration, the enrollment continued to increase, and the faculty was selected with care, making for continued advancement in scholastic attainments. It was under his administration that the organization of the school was set up as three separate colleges, each under the administration of a dean: the School of Arts and Sciences, the School of Education, and the School of Engineering. Considerable work was done on the curricula, many courses added, and others dropped, to meet the demands of a changing citizenship.

In August, 1936, President E. S. Richardson was appointed to succeed President Bond. Since then a large classroom and administration building replacing the original building which burned early in 1936, has been completed and thoroughly equipped with up-to-date furnishings and equipment. The faculty has been increased to 110 teachers. Many improvements have been made to the physical plant, and at present buildings are under construction representing a two million dollar grant from the state and federal governments.

The graduates of this institution are rated among the best trained in the South, evidenced by their records in graduate schools, the demand for them in their various fields, and the success of the graduates in their chosen professions. The department of home economics, which was made a separate school in 1938, is the oldest in the state and the second oldest in the South. Its graduates are outstanding in the field of home economics.

In the four schools eighteen distinct curricula are offered, leading to the Bachelor of Arts or the Bachelor of Science degree. In the School of Arts and Sciences, degrees are granted in agriculture, art, biology, commerce, English-foreign language, mathematics, music, physical education, chemistry, physics, and social sciences. The School of Education offers teacher-training curricula for elementary and secondary school teachers. A notable feature of the teacher-training work is the "activity program" in the prac-

tice school. The School of Home Economics offers courses for teachers and for those who wish to follow other branches in this field. The School of Engineering offers curricula in mechanical, electrical, civil, and chemical Engineering, with the Bachelor of Science degree in Engineering. The inter-collegiate athletic program has been improved considerably in recent years. Not only has the quality of athletics improved but the number of activities for competition has been increased.

The Southern Association Quarterly

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